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Educational and Vocational Guidance

Multipurpose Schools

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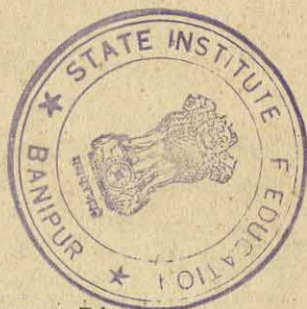
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Proceedings of the Working Conference
on Educational & Vocational Guidance
in Multipurpose Schools



Convener & Director

K. G. RAMA RAO



MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH
GOVERNMENT OF INDIA

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INTRODUCTION

The Working Conference on Educational and Vocational Guidance in Multipurpose Schools, which met at Ootacamund, Nilgiris, from 6th to 10th June 1956, may be said to mark the beginning of a new era of reform in the field of Secondary education. Primarily the importance of the Conference lay in relating Secondary schooling more purposefully and with greater objectivity with what the High school pupil would or could do after leaving school. Its somewhat unique character consisted in (a) that guidance as a distinct school activity, though not always inseparable from formal instruction and examination, is indispensable if Secondary schooling in the senior classes is to be made more responsive to individual needs and ambitions in the real world; and (b) that this was the first principal time that participants, viz., representatives of Multipurpose Schools Administration and All-India Secondary Education Council, of Guidance Bureaus and of Youth Employment Service of the Ministry of Labour, had assembled and deliberated jointly on a problem of common concern to them.

The Conference was attended by 14 Headmasters of Multipurpose Schools representing 13 States Education Departments, 15 Guidance Workers from seven State Bureaus, three Private Bureaus and the Central Bureau, a representative of the Directorate General of Resettlement and Employment, Unesco Vocational Guidance expert in the Ministry of Education, I.L.O. expert on Occupational Information in the Ministry of Labour, the Director of Field Advisory Services in the All-India Secondary Education Council and the General Secretary of the All-India Educational and Vocational Guidance Association.

The delegates were grouped into three separate committees called Working Groups, each with a convener and recorder, the latter being a staff member of the Central Bureau. Each Committee dealt with a major problem of selection, guidance, and placement of pupils from Multipurpose schools. Its findings were reported to the general conference which, after a full-dress discussion, adopted them for acceptance by the Education Authority at the Centre and the states.

The Working Conference held besides the Inaugural session seven plenary sessions and four meetings of Working Groups. Altogether the deliberations ran into 27 hours of discussion in the plenary sessions and group meetings.

The discussions in the three Committees, besides covering the problems listed in the working papers (circulated to the delegates in advance), suggested related problems for inquiry or investigation and/or followup by the guidance bureaus at the Centre and in the states.

The discussion on the prepared agenda and on the conference procedures was a relatively easy affair. So also was the task of constituting the Working Groups. The deliberations of the groups, however, proved rather exacting inasmuch as some of the listed problems (vide the agenda and working papers) were found during discussion to be of the omnibus type and therefore time consuming. The Conference Session, in the Committees as well as the plenary sessions, had thus to be extended to

include after-dinner periods of one and a half to two hours in addition to the morning and afternoon periods of two and a half to three hours. However, the feeling of monotony from repeated sittings was passed over with little or no effort of will in the invigorating atmosphere to which three major factors contributed: the representative character of the gathering which consisted of delegates from 17 States and foreign experts, the unusual air of earnestness in the assembly and a sense of urgency and importance manifest in every participant member.

The Lawley Institute where the delegates resided and held many of the Conference sessions, group as well as general sessions, proved to be an ideal place. The hospitality was paid for by the Ministry of Education. The quiet informality that characterized living and working in the Institute's campus spoke well of the Managements' anxiety to be helpful.

Excursions to places of scenic beauty in and around Ootacamund and the Madras Governor's tea party at Government House added appreciably to the delegates' sense of well-being.

The Central Bureau's own share of the initiative and preparation in bringing together for the first time representatives of School Administration, Guidance Service and National Employment Service was well appreciated by the delegates. It was fully realised by all that periodic meetings of this kind and continual contacts between the meetings would enable the benefits of guidance and placement services to reach the High school pupils (and their parents) in time for them to plan the future of their young with greater confidence.

STATEMENT OF PROBLEMS

The Working Conference was asked to deliberate upon and reach workable conclusions on a number of problems relating to the guidance of pupils in schools and preparation for placement after leaving school. These were classified into three major groups: (a) problems concerning the choice of school curricular subjects in a Multipurpose school, development of skills and interests in them and the analytic tools (psychological tests) that are an aid to the successful handling of these problems, (b) the problem of the conclusion of the guidance services in Multipurpose schools and training of the guidance personnel and (c) problems faced by School Administration in the matter of selection of subjects constituting the diversified courses, Administration's relationship with the Youth Employment Section in the National Employment Service of the Ministry of Labour and the related problem of providing descriptive aids in the form of reading material for guidance and career placing functions, films and filmstrips, posters, etc.

The working paper for the Conference circulated to the delegates in advance of the conference session drew pointed attention to the need to recommend a comprehensive scheme of educational and vocational guidance as an integral part of the total school programme in Multipurpose Schools.

"Educational guidance is interpreted as meaning the guidance of the pupil with regard to the choice of school curricular subjects and effective learning of them, etc., within school and his orientation guidance with regard to the occupation interest group, whether vocational and technical or academic, within the Secondary school system. At the pre-High school stage such guidance is wholly educational having to do with the fundamental school processes in 'tool' subjects.

"Vocational guidance is, of course, closely linked with educational guidance at the High school stage. The pupil's choice of 'optional' or 'elective' subjects at the beginning of his High school course is of great importance for facilitating his further education in the college or technical training institution or his choice of an occupation or way of making a living. His range of interests and his parents' wishes are as important as occupational opportunities and trends in the real world of work and employment.

"This Conference is required to advise regarding (a) the range and coverage of guidance services in Multipurpose schools (b) provision of guidance personnel, special training and status, inter-staff relationships, and school Administration's role and responsibilities, and (c) consideration relating to the selection of courses for inclusion in a Multipurpose school in the light of the needs of National Employment Service and occupational opportunities in the region and at national level.

Range, coverage, and responsibility for guidance in Multipurpose schools.

(a) It is necessary to prepare pupils in the 'delta' class so as to enable them to choose wisely and continue to progress in the chosen

courses. This presupposes the pupil's suitability to continue his 'schooling' in a High school, an issue that should receive the adequate attention of the School Administration.

(b) Since the pupil's choice of curricular subjects (i) has an obvious bearing upon his plans after leaving school and (ii) delimits the field of his vocational interests, guidance to enable him to progress in the curricular courses chosen has a legitimate place in the total school programme. This is commonly the field of 'developmental' guidance and the responsibility of all staff members.

(c) This success of vocational guidance has, of course, to depend upon, besides occupational orientation in the senior classes, factual and continually flowing information regarding technical and trades training facilities and employment opportunities in the region and at national level. This entails close cooperation between the School/Educational Authority and National Employment Service provided by the Ministry of Labour. A separate note on the proposed lines of such cooperation is appended to these Papers.

Special role of School Administration and serving teachers in a programme of continuous and dynamic guidance in Multipurpose schools.

(a) Whether or not a specially trained counsellor is available whole-time to give guidance, both in the process of each pupil's exercising a wise choice and in making steady and adequate progress in the chosen subjects the teaching staff has actively to assist in obtaining, recording and using significant pupil information. School Administration must, therefore, take the initiative, as well as provide the necessary conditions, for compiling pupil data, administering tests of abilities and aptitudes and for preparatory orientation, first in connection with the pupil's curricular choice and later in the school-leaving class for giving vocational advice.

(b) Implementation of basic functions in a guidance programme at the right time and in as objective and systematic a manner as under the existing conditions would be considered feasible, demands that one or more teacher-counsellors are included in the staff, who will assume responsibility for interpreting the guidance programme to colleagues and enlisting their full cooperation in organising systematic means and ensuring the acquiescence of pupil and parent. Training of suitable teachers in guidance work, and problems incidental to entrusting them with guidance duties such as reduction in their normal teaching load and extra remuneration, must be considered by this Conference.

Placement of school leavers and proper utilisation of training and apprenticeship places.

(a) It is necessary for the Multipurpose school to combat the partiality of the bulk of High school pupils for white-collar occupations and desk jobs. Indeed, the need to assist schools in giving their pupils a realistic picture of employment prospects in expanding industries and relating them to the pupils' ambitions has arisen largely out of the Scheme of Multipurpose schools. What is aimed at is bringing forward suitable recruits at the end of the Junior (or Middle) stage of Secondary education as well as the High school course and, conversely, avoiding waste of training and apprenticeship places on unsuitable trainees.

The Multipurpose school provides successful matriculates with an alternative and equally if not more remunerative openings than, say, the possession of an Arts Degree does.

(b) To ensure the maximum benefit to the Secondary school youth and the State (in the context of its avowed economic and social policy) it is imperative that (i) The School-Education Authority and National Employment Authority work in close and continual collaboration (to which reference is already made in I.C.) and (ii) selection of curricular courses for inclusion in the curricular scheme of the Multipurpose School is made in accordance with the needs of the National Employment Service and broad occupational trends in the region and at national level.

Preparation of guidance aids and tools such as objective tests of general intelligence and special abilities and of attainment in curricular subjects to supplement and gradually to replace formal class examinations; preparation of self-appraisal questionnaires and inventories for obtaining pupil data in other respects; and of filmstrips and films to illustrate educational and occupational orientation talks.

A suitable body or organisation is necessary to advise, direct collate, and disseminate authoritative reports regarding all available and newly prepared guidance aids.

The Conference of specialists in Psychology and Educational Sciences, that met in September, 1955 recommended in regard to research and allied matters that planning and coordination of research be entrusted to a committee of specialists which will meet from time to time to plan and distribute among appropriate institutions research projects and record progress.

Reports of Working Groups

- (a) On curricular guidance, development of skills and interests, guidance aids.

The Working Group, No. I, was presented with the following problems:—

- (i) Preparation of pupils, (and their guardians) for exercising curricular choice in VIII (Delta) class,
- (ii) Methods and principles for admitting students to the different curricular courses in High schools offering instruction in diversified courses,
- (iii) Educational and Vocational Orientation in the IX, X and XI classes as an essential preparation of pupils for planning their further training in the technical fields or trades or academic education after leaving school,
- (iv) Research into the problems pertaining to guidance service in schools. Preparation of analytic tools (psychological tests).

The working paper for this group contained brief references to the conclusions which the discussion in the group meeting were expected to lead to.

Working Paper for Group I.

(i) Preparation of pupils and their guardians for exercising curricular choice in the "delta" class. The major issues involved are :—

(a) Parents' wishes are important for the obvious reason that free choice by the pupil at this early age has limitations. Parents' responsibility therefore cannot be over-emphasized.

(b) The pupils' knowledge of how many among the fundamental skills that he has acquired are stably fixed and the degree of their serviceability for future vocational use are not assessed in measurable quantity; nor is qualitative assessment possible due to the absence of all-round guidance at the Primary stage.

The need of thorough preparation enabling wise choice is imperative.

Such preparation involves educational orientation in the "delta-class and even before at the beginning of the Secondary stage, and conference with parents.

(ii) Methods and principles for admitting students to the High School Course and to different curricular courses in the Multipurpose School.

This issue relates (1) to the classification of pupils for High school or vocational education at the end of the middle stage of Secondary education and (2) to the criteria for choosing (allocation of) curricular courses and craft subjects within the Multipurpose school. The issues involved are :

(a) Justification of classification for High school and Vocational education.

(b) Nature of the classification test.

(c) Basis of subject allocation.

Minimum objective (or psychological) requirements in terms of selection of tests and selection grades in sigma values, and corroborative material from parents' wishes and administration's preparedness. A related issue is the further guidance of school leavers at the end of the middle stage of Secondary schooling.

(iii) Guidance related to the progress in the selected courses and to the choice of further training or occupation after leaving school. This relates to those aspects of educational and vocational guidance which are curricular-based and developmental in nature. Guidance is continuous and cumulative through school years embracing the senior classes IX to XI.

The issues involved are :—

(a) How much time within the school time-table can be given to extra-curricular (extra-class) activities, group guidance and individual in each sections of these three classes ?

(b) As a certain degree of uniformity in programme planning is advisable, the working group should make detailed suggestions regarding a standard programme for Multipurpose schools.

(c) Training (or special orientation) of school administration and school staff for a fuller understanding of guidance function, for working a total school programme and administering it in integrative, meaningful ways to all parts of the school, home and near community.

(d) Collaboration with parents and representatives of the organisations of employers and workers as an essential or routine part of the work of orienting the school leavers in making their vocational decision, proper incentives for advancement and for providing some incentive for advancement in the job.

(iv) Research to serve specifically the needs of guidance function. Preparation of analytic tools. The issues for discussion are :—

(a) Construction/adaptation and standardisation of psychological tests—desirability and feasibility of constructing non-verbal tests and priority for such projects.

(b) Allocation of experimental projects, and funds for implementing them.

(c) Question of setting up an *ad hoc* committee of specialists in psychology and educational sciences for coordinating research activities which have direct bearing upon analytic aids in guidance work.

(This is one of the recommendations of the Specialists' Conference held in Sept. 1955.)

Professor K.P. Chaudhary acted as Convener of Group I, which included Mr. C. Strom, Unesco Vocational Guidance expert in the Ministry of Education. The Group held two sessions and presented its conclusions to the plenary session.

The following recommendations were made by the group :

Preparation of students and their parents or guardians for curricular choice in the delta class (class VIII). Orientation for curricular guidance.

The group proceeded to discuss this problem assigned to each of two possible school organisations (A) where the 'delta' class is within the organisation of the Multipurpose Higher Secondary schools and (B) where the 'delta' class is in an Elementary school which does not extend to Higher Secondary stage and where a Multipurpose Higher Secondary school receives pupils from a number of feeder schools.

Preparing the Parents

- (i) Every Multipurpose school should have a Parent-Teacher Association to facilitate contacts with parents, especially parents of pupils in Standards VIII and IX.
- (ii) Attempts should be made by the school to establish personal contacts with parents through home visits, periodical meetings and conferences and correspondence.
- (iii) The Central Bureau in collaboration with the All-India Council for Secondary Education should prepare model literature in the form of brochures and short pamphlets for orientation of

parents in regard to the aims and objectives of Multipurpose Higher Secondary schools, and the situation of choice of curricula in the "delta" class faced by their children. The scheme of educational and vocational guidance in relation to Secondary education may be discussed in another pamphlet. State Bureaus should adapt them with suitable changes if found necessary, for use in their respective regions.

- (iv) Broadcasts for parents and employers should be organised by All India Radio in collaboration with the State Bureaus.
- (v) Group contacts should be established with parents and employers for general orientation through career conferences to be organised by the school at least once a year. The programme should include talks, exhibitions and filmshows etc.

Preparation of Pupils for Curricular Guidance

- (i) Orientation talks to help pupils choose wisely the optional group of curricular subjects should be organised in the "delta" class at least once in a week. These talks could form part of social studies syllabus in the long term programme for guidance. For the present they may be organised as a separate topic of guidance within the school day.
- (ii) In order to develop and explore the interests of pupils in the senior classes at any rate a programme of varied activities integrated with the curriculum should be provided in the school. The activities should be organised in relation to the diversified courses available at the Higher Secondary School of the region. These activities should form part of the regular school time-table and provision should be made to devote three hours per week to them. It would be advisable to concentrate them into two periods of one and a half hours duration each.

The following is an illustrative list of hobbies and leisure-time activities which can be organised for this purpose :

- | | |
|------------------------|--|
| 1. Art Club | Drawing. Clay modelling. Photography. Sign painting. Decorating. |
| 2. Music Group | Instrumental. Dramatics. Stagecraft. Folk dancing. |
| 3. Woodwork | Carving. Picture framing. |
| 4. Textiles | Weaving. Costuming. Felt work. |
| 5. Trades | Bookbinding. Painting. Radio. Electric Wiring. |
| 6. Outdoor Sports | Camping. Fishing. Scouting. Forestry. |
| 7. Personal Service | Laundry. Hairdressing. Library. |
| 8. Gardening | Flower shows. Plant study, Farming. |
| 9. Cookery | Candy making. Cooking. |
| 10. Animal Care | Bee Keeping. Pigeon raising. Small animals. |
| 11. Scientific Society | |
| 12. Model making | Airplanes. Furniture. Papier mache. |

13. School publications.
14. World affairs forum.
15. Student Government.

- (iii) The School Broadcasting Service in collaboration with All India Radio and the State Bureaus should arrange broadcasts for the orientation of pupils to the "Hobby" hour and the new experiences to which it is an introduction. Talks should be short and should preferably be given once a week during the last term in "delta" class after preliminary orientation work in the school.
- (iv) Provision should be made for a permanent guidance corner in each Multipurpose school for orientation through visual aids such as posters and charts, employment news.
- (v) Career conferences including talks, exhibitions and filmshows for pupils may be organised along with those meant for parents.
- (vi) Class-visits to work sites and educational institutions should be arranged for developing interests and acquiring information through realistic situations and personal contacts. The visits should be preceded by preparation through study and should be followed up by discussion.
- (vii) Every pupil should have at least one individual interview with the teacher-counsellor before the end of the year.

Procedure of guidance for those Elementary schools which extend up to the "delta" class only and where a Multipurpose Higher Secondary school receives students from numerous feeder schools in the neighbourhood. The orientation programme in such schools should be organised on the following lines :

- (i) Multipurpose school staff should visit the feeder schools to study and discuss the attainments and abilities of their pupils and to have a general idea of the prevailing standards.
- (ii) State Bureaus should collaborate in the organisation of curricular and vocational orientation conferences in the Multipurpose schools for the information of Headmasters of feeder schools in the locality. This should enable them to observe and study the actual practices and standards in Higher Secondary schools.
- (iii) A counsellor from the State or Regional Bureau (if there is one) should make periodical visits to assist the school Administration in the implementation of orientation programme in the "delta" class. He should also recommend to the school staff the material and methods to be used for the programme.

Methods and Principles of Admitting Students to the Different Curricular Courses in High Schools

Schools will have to face problems of selection as well as choice.

As far as the problem of choice is concerned the responsibility should ultimately rest with the pupils and their parents. As regards selection, however, the responsibility is primarily that of the School Administration.

The procedure adopted should be as scientific as possible. There is need of uniformity of procedure to the greatest possible extent at least in the region within which mobilisation of pupils is normally expected. The selection programme should be organised in collaboration with the State Bureaus. The latter can collaborate in the following manner :

- (i) By preparing and issuing necessary literature for use in schools.
- (ii) By periodic visits of counsellors from the State Bureau to Multipurpose schools and participation in the staff meetings for organising selection procedure.
- (iii) By organising training courses etc., for the staff of Multipurpose schools.

Pupil data collected from different sources should be used as the basis for selection and choice instead of relying on one or two sources only. The following types of data should be used for the purpose.

- (i) Information should be obtained from each pupil about his interests and plans through a questionnaire or form prepared for this purpose.
- (ii) Relevant information about the child and his plans should be gathered from the parents through a separate questionnaire or form.
- (iii) Cumulative records should be maintained for all pupils. At least the following items should be included in the cumulative record card :
 - (a) School achievement data.
 - (b) Physique and health data.
 - (c) Interests.
 - (d) Personality data.

A common core of items and the manner of maintaining records should be uniform at least within each State. Recorded data should be based upon close observation of pupils by the teacher concerned.

- (iv) Use of Psychological Tests. Tests of Intelligence, relevant aptitudes and interests should be used wherever tests of known validity and reliability are available. Objective tests should be used for assessing achievement in school subjects.

Educational and Vocational Orientation in Standard IX, X & XI

Pupils should be closely observed and studied by their teachers through the Higher Secondary school years.

The School programme should be flexible during the first six months in a Multipurpose Higher Secondary School to make necessary changes possible.

Individual interviews should be arranged in class IX whenever

necessary in order to help pupils in adjusting to the new curriculum and to enable them to make necessary change of courses when it is needed.

Further information should be given to pupils and their parents in continuation of the programme for the "delta" class with the following variations ;—

- (i) Work on hobbies should be continued but not necessarily as part of the school time-table.
- (ii) The Social studies syllabus may be elaborated to accommodate necessary orientation talks as indicated in the draft syllabus issued by A.I.C.S.E. Where they do not form part of the curriculum, orientation talks should be given once a month regularly during class X. In class XI they should be given once a week during the first term as intensive preparation for school-leaving.
- (iii) Individual interviews should be arranged in class XI for each school leaver.
- (iv) A school-leaving report should be prepared on the basis of the available data.

Preparation of the school staff.

- (i) Orientation conferences for multipurpose should staff (including the school medical officer where the school has one) should be organised in collaboration with the State Bureaus.
- (ii) Headmasters of multipurpose schools should have special orientation conferences organised by the State Bureaus and where such Bureaus do not exist by the Central Bureau. Headmasters associations or such other bodies may also arrange these conferences in collaboration with the respective Bureaus.
- (iii) Provision should be made for teaching educational and vocational guidance as part of the curriculum in Teachers' Training Institutes.

Note : Multipurpose schools should approach the Central Bureau for necessary advice where Bureaux do not exist.)

Research into Problems Pertaining to Guidance Service in Schools—Preparation of Analytic Tools

- (i) Steps should be taken for immediate implementation of the recommendation of the Specialists Conference (September 1955) regarding the setting up of an adhoc committee of specialists in psychology and educational sciences for coordinating research activities that have a direct bearing upon analytic tools for guidance work.
- (ii) Systematic attempts for the construction of psychological tests should be made on the following lines :
 - (a) Intelligence Tests including verbal and non-verbal tests should be constructed.

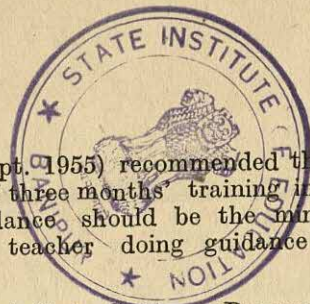
- (b) Aptitude tests should be constructed in relation to various diversified courses. Priority may be given to tests for scientific and mechanical aptitudes in view of the possible demand for scientific and technical courses and the consequent problem of selection.
- (c) Instruments for assessing interests should be prepared for exploring pupil interests specially in the "delta" class and at the school leaving stage.
- (iii) The Central Bureau should give priority to the construction of non-verbal tests for use on an all-India basis. State Bureaus should collaborate in the standardisation of instructions in regional languages.
- (iv) Follow-up studies should be undertaken for checking the outcome of guidance programmes.
- (v) The Central Bureau, State Bureaus, Universities and Training Colleges should undertake research work in the preparation of analytic tools for guidance. Separate sections for research should be set up in these Institutions in order to enable them to carry out the research functions efficiently.

Note : Details containing some suggestions for orientation talks and forms etc., for collecting pupil data will be available in a Manual of Educational and Vocational Guidance which is to be published shortly from the Central Bureau of Educational and Vocational Guidance.

Another Working Group discussed the two practical problems connected with the introduction of guidance service in Multipurpose schools. The problems are (i) what provision could be made immediately for including curricular guidance and occupational orientation as preliminary vocational guidance in all Multipurpose schools and (ii) the related problem of preparing a sufficient number of qualified men and women with adequate Secondary school experience as teacher-counsellors and whole-time school counsellors.

The Working Paper for this Group contained a brief note (Appendix E) on the nature and type of guidance work in school, and raised the following issues for consideration :

- (i) introduction of a pilot scheme of guidance in the "delta" class and school leaving class (Appendix F) ;
- (ii) personnel and equipment for working the pilot scheme ;
- (iii) the financial implications of starting a guidance programme in a Multipurpose school ;
- (iv) the desirability of giving training at the Central Bureau to teacher-counsellors from Multipurpose schools in States where no steps have been taken to set up a State Bureau of educational and vocational guidance ;
- (v) training of guidance personnel.



Note : The specialists' conference (Sept. 1955) recommended that an intensive, whole time course of three months' training in educational and vocational guidance, should be the minimum requirement of a practising teacher doing guidance work besides teaching.

(iv) the desirability and feasibility of State Guidance Bureaus providing facilities for in-service training.

The Working Group II [with Prof. N. C. S. Rao as Convener] held three sessions. Its conclusions were presented to the plenary session.

The Working Group examined the question of the introduction of guidance service in the Multipurpose schools and came to the conclusion that in order to facilitate the introduction of guidance service in all Multipurpose and Higher Secondary schools, every State should have a Bureau of Educational and Vocational Guidance. The State Bureau would serve as the nucleus and centre for initiation and organisation of such services.

This Group, therefore, recommends that in States where Guidance Bureaux do not exist, immediate steps may be taken to establish such a Bureau.

Organisation of Guidance Services

The Guidance services have to be organised at three levels : (1) State level ; (2) District level ; and (3) School level.

Here we will consider the personnel for working out the guidance programme at school level.

The Committee is of the opinion that every Multipurpose school should have a whole-time counsellor. Until such time as a whole-time counsellor can be made available, one of the trained teachers, preferably from among the school teaching staff itself, should be sent for a short course of training in Guidance and Counselling. The guidance needs of the pupils at the 'delta' class (VIII class) of the Secondary school, particularly curricular guidance would be served by teacher-counsellors.

The teacher-counsellor must get the necessary relief from the regular teaching-load so as to enable him to carry out the programme of guidance efficiently.

The Committee is of the opinion that a minimum relief from teaching-load to the extent of 25% of the total work load is desirable for a teacher-counsellor to cope with the guidance requirements of 100 pupils in the 'delta' class of a Multipurpose school. It is however left to the discretion of the Headmasters to decide how much time is required for carrying out the guidance services.

To begin with, the teacher-counsellor will be concerned mainly with the curricular guidance at the "delta" class but as the scope of his guidance functions expands to include other classes also, i.e., VI to XI, he may be sent again to receive further training in the State Bureau of Guidance, after which he may be appointed as a whole-time counsellor. The attention of the Working Group was drawn to the fact, that in certain States, the 'delta' class does not form part of the Multipurpose

school. In all Middle schools the last class is merely a school-leaving class. This arrangement gives rise to the problem of providing the feeder Middle schools with the teacher-counsellors for curricular guidance in the 'delta' class.

The ideal position of course would be to provide every Middle school also with a teacher-counsellor in view of the importance of the school leaving class for purposes of curricular guidance of children who proceeded to the Multipurpose High school and the Vocational orientation of pupils who give up schooling at the end of this stage.

But again the problem of training such a large number of teacher counsellors is so difficult and complicated that this proposition is not feasible at this juncture.

However, we cannot neglect the guidance work in Middle schools altogether in view of the importance of this stage.

Hence it is recommended that at the District level, to meet the guidance needs of about a thousand pupils in the school leaving class of the Middle schools of the District, there should be one Counsellor with two assistant counsellors. Where a Counsellor is in charge of the guidance work of the Middle schools of the District there should be close liaison with the Multipurpose schools in the District and the District Education Office.

Financial Implications of Starting a Guidance Programme in a Multipurpose School

Emoluments of the whole-time Counsellor.

The Working Group has already recommended the provision of a school-counsellor for each Multipurpose school. It is of the view that a whole-time school-counsellor should be given a scale of pay equivalent to a lecturer's grade in the Multipurpose school. This is necessary because of the technical knowledge and special skills required for this job. Provision of such a scale of pay would serve as an incentive for really able teachers to take up the counselling work in schools.

Emoluments of the Teacher-counsellor

In regard to the scale of pay of the teacher-counsellor the Committee is of the opinion that it should be the same as that of other trained teachers in the school, but the teacher-counsellor may be paid two increments in advance in view of the special training he has received at the State or the Central Bureau and also in view of the specialised nature of his work.

Other Requirements and Financial Implications thereof.

For starting Educational and Vocational Guidance Programme in a Multipurpose school envisaged by Working Group I, the financial provision on the following items is needed:

1. One Counselling Room in the school, equipped with the necessary furniture.
2. A small library of books on Guidance and Counselling, Occupational information and elementary statistics.

3. Necessary test materials, visual aids and accessory equipment for administering tests, disseminating occupational information, etc.
4. Stationery.
5. Contingencies.

It is estimated that *non-recurring* expenditure involved for providing a school or a District Counsellor's set up with a small library, necessary test materials, and guidance aids and tools would amount approximately to Rs. 5,000/-.

Recurring expenditure on contingencies and stationery etc., exclusive of establishment charges. Rs. 1000/-.

The financial estimates for having a counselling room have not been worked out.

The Working Group was of the opinion that the recurring costs of organising Guidance Service for 20 feeder Middle schools would be approximately Rs. 2000/-.

Qualifications of teacher-counsellors and whole-time counsellors.

The Working Group is generally in agreement with the resolutions of the Specialists' Conference held at Delhi in September 1955 in regard to the Guidance personnel, duration of the training courses for teacher-counsellor and school counsellor and the training requirements for the two categories of guidance personnel.

The recommendations of the Third All-India Educational and Vocational Guidance Seminar (Baroda, Feb. 1956) were also considered. The following decisions were taken:

- (a) Teacher-counsellors should receive three months' full time course or equivalent part-time course.

Only trained graduates with at least two years' teaching experience are eligible for admission to this course.

- (b) Whole-time counsellors should undergo a year's full-time or equivalent part-time course.

The minimum qualification for admission to this course should be an M.A. in Psychology or its equivalent degree or M.Ed.

Recommendations of the Working Group III on Pilot Guidance Projects

Introduction of the Pilot Scheme of Guidance in the 'delta' class and school leaving class.

The Group is of the opinion that at the initial stages it is worth while to start pilot projects of Educational and Vocational Guidance in each State. These projects should be undertaken by the State Bureaux of Educational and Vocational Guidance, with the cooperation of the Headmaster of the Multipurpose school.

The objectives of such a project are :—

1. To serve as an experimental project to the teacher-counsellors and school counsellors under training in the State Bureau. It will demonstrate to the trainees the guidance practices at work.
2. To demonstrate to the other schools situated in the region the actual working of the guidance programme in order that they may be favourably disposed towards it and implement it in their school as readily as possible.
3. To impress upon the school staff and pupils in particular the benefits of the guidance service.
4. To determine through actual practice the minimum requirements in terms of ability level and presence of special aptitudes for choosing among the diversified courses provided in the Multipurpose school.

In order to introduce the pilot project, the school should be selected on the basis of its readiness to work the project and the cooperation of the Headmaster of the School. The Headmaster should accept the scheme as an integral part of the school programme and should not consider it as something that is added on to the curricular and co-curricular activities by outside agency like the State Bureau. In the school where the pilot project is sought to be introduced necessary accommodation should be made available to the counsellor for interviewing the pupils.

The Headmaster should provide in the school time-table two periods per week for the project and such other facilities as may be required by the counsellor to enable him to meet the pupils in the class for purpose of group guidance, collection of pupil data, and administration of tests.

The pilot project should start at the 'delta' class and continue up to the eleventh standard of the High school.

It should be conducted in collaboration with the National Employment Service, Youth Employment Section.

On Relation to Placement and Vocational Guidance.

The third Working group was asked to consider two important policy matters, together with the problem of preparing descriptive aids to occupational orientation of school leavers. The Group was also asked to consider the suggestion that instituting Advisory Committees is an important measure calculated to facilitate co-operation of all those concerned with wise guidance and congenial placement of Secondary school youth.

Working Paper for Group III

- I. Selection of Curricular Courses for inclusion in a Multipurpose school. The issues involved relate as much to national employment policy and ascertained occupational opportunities in the region and at national level as to guidance practices. For instance, inclusion of agriculture in the scheme of diversified courses offered by a city school in a highly industrialised

region has to be adjusted to the employment trends notified from time to time by the local and/or regional Employment Service. It will also demand suitable programmes of orientation guidance to prepare the city pupils to develop liking for rural avocations.

- (a) Periodical Consultation with National Employment Service for guiding at regional level in policy matters regarding the choice of curricular courses for inclusion in a Multipurpose school.
 - (b) Collaboration with professional colleges to ensure satisfactory progress and adjustment so far as academic standards are concerned.
- II. Cooperation with the Youth Employment and Counselling Service. A note detailing the lines of cooperation between the School/Education Authority and Employment Service is contained in Appendix G.
- III. Preparation of guidance aids—occupational orientation and information material, etc.
- (a) Wide use of educational and occupational orientation pamphlets, filmstrips, charts and posters.
 - (b) Preparation of model 'class talks' for educational and vocational guidance.
 - (c) School-leaving record blank for the use of Youth Employment Service.
- IV. Could Advisory Committees for Educational & Vocational Guidance organised on the State level facilitate co-operation among those concerned ?

The Group met with Prof. L.J. Bhat as Convener, and with the participation of Shri N. C. Pavri, D. G. R. & E., and Mr. S. O. Doos, I.L.O. expert in the Ministry of Labour, reached workable conclusions. The Working Group's report as adopted by the Conference in a plenary session is reproduced below :

1. Selection of Curricular Courses for inclusion in a Multipurpose School

This selection should be the responsibility of the State Department of Education which, after taking into consideration the regional needs in the field of education as well as employment by means of survey, would decide upon the course or courses to be implemented in the various schools. Due regard must, however, be given to precise scope of the educational as well as employment opportunities to be made available to the students of the different courses.

For this purpose the following were considered necessary :—

- (i) Periodical consultation of the State Departments of Education with the National Employment Service for guidance in policy matters regarding the number and type of curricular courses for inclusion in Multipurpose schools.

(ii) Collaboration with professional colleges, universities, National Employment Service and representative organisations of employers and workers, to draw up careful syllabuses and continuously to review them. This is necessary to ensure satisfactory progress and adjustment as far as academic standards are concerned.

(iii) In order to facilitate the placement of school leavers and their further training it is desirable to take into consideration the employment opportunities before the actual implementation of the different courses in Multipurpose schools.

2. Cooperation with the Youth Employment and Counselling Service

As regards this aspect the following recommendations were made :

(1) In the field of educational and vocational guidance a clear-cut division of work as well as a close and continuous collaboration between the school authorities and the employment service authorities is necessary.

(2) Educational guidance and preliminary vocational guidance at school consists of assessment of the developing abilities, skills and interests of pupils along with the provision for occupational orientation. These are the functions of the school and teacher-counsellors, to be guided and supervised by the Educational and Vocational Guidance Bureaux under the Educational authorities in the States. It is the function of the Employment authorities to supply the guidance bureaux with occupational information. In addition, the local Employment Exchange Office should pass to the counsellors pertinent information about the local employment market situation and trends, e.g. at an annual conference between the counsellors and the Employment Service Officer.

(3) The job of collecting occupational information is primarily the work of the Employment Service but wherever necessary the State Guidance Bureaux should, with the help of the materials supplied by the Employment Service, re-compile the material for the purposes of vocational guidance. As this information is necessarily conditioned by occupational opportunities and trends, it is essential that this is done in consultation with the local Employment authorities who will give their full assistance in this matter.

(4) The school counsellors and teacher-counsellors shall inform the school leavers about the facilities of Youth Employment Service and further Vocational Guidance and Employment Counselling provided by the National Employment Service e.g. by arranging class visits to the local Youth Employment Office.

A representative from the Youth Employment Office may be invited to inform the students at school about these facilities, e.g. by a class talk. However, the Employment Exchange Officers are not expected to take part in the school vocational guidance.

(5) Assistance to school-leavers for congenial placement and further vocational guidance needed for it, is the responsibility of the Employment Service to be undertaken as far as possible at specialised Youth Employment Offices. In places where there is only an ordinary Employment Exchange Office, the placement should be carried out by the Exchange

in close collaboration with the school-counsellors. In places where there is no Employment Exchange at all, the appointment of a part-time Employment Service Officer should be considered by the Employment Service authorities.

(6) To assist the Employment Service in their tasks, the school guidance counsellors shall make available to the Local Youth Employment office in a suitable form detailed reports including all useful information acquired on each pupil and his background.

(7) All technical psychological work will primarily be the function of Guidance Bureaux. In the special cases referred to the Guidance Bureaux by the Youth Employment Officer, the psychological reports will be passed on to the Youth Employment Officer.

The Working Group recommends that the working of the above recommendations should be reviewed after they have been put into practice for a reasonable time.

3. In the opinion of the Working Group the preparation of Guidance aids is essential.

Pamphlets for parents, teacher-counsellors and pupils must deal with (a) whether or not pupils may continue schooling beyond the eight-year course and (b) if they are to continue schooling which one of the seven streams should be chosen by them. This pamphlet should include information regarding occupational as well as educational opportunities available to the school leavers. Besides information, it should include problems of adjustment in different educational and occupational spheres.

Preparation of this pamphlet for Delhi State will be the responsibility of the Central Bureau of Educational and Vocational Guidance and this may act as a model pamphlet for other States.

The production of filmstrips, which shall be of a general nature, should be the responsibility of the Central Bureau of Educational and Vocational Guidance. As the purpose of the filmstrips shall be the general orientation of a pupil regarding the world of occupations, it is suggested that groups of occupations based upon interest may be the basis for the production of filmstrips. It is desired that wherever possible, filmstrips should be in colour. Moreover, it was considered necessary that at least three frames showing different aspects of each occupation may be introduced in the filmstrip showing a number of occupations.

The production of visual aids other than filmstrips should be the responsibility of the State Guidance Bureau. Though no specific kind of posters and charts are suggested, the Working Group recommends that the following points may be considered before undertaking the production of posters and charts :—

1. The importance of curricular choice.
2. The factors to be considered in the curricular choice.
3. Educational and occupational opportunities of each stream of academic study.
4. Posters indicating surplus and shortage occupations.

5. Posters dealing with opportunities under the Second Five-Year Plan.

Model talks in the field of education and occupation should be prepared both by the Central Bureau of Educational and Vocational Guidance and State Guidance Bureaux.

Though no definite structure of the Talk has been recommended by the Seminar, a few suggestions as to the nature of these model talks are indicated :—

The basic principle to remember is that irrespective of the number of talks, the purpose of the talks shall be the general orientation of the child regarding the curricular and occupational fields. If time permits, details regarding the occupational world may be given. Occupational orientation talks should cover the following points :

1. Nature and importance of work.
2. Conditions of work.
3. Minimum qualifications necessary for starting training.
4. Different aspects of training, the institutions giving training, duration of training, subjects taught in the institutions, the cost of training and the financial aids both private and governmental.

In the field of educational talks, care should be taken to convey to school-leavers the careers open to them. For those in the "delta" class who wish to pursue further studies, the various educational opportunities should be clearly indicated along with the careers that these academic courses lead to.

The Standardised School Leaving Record Blanks may be prepared by C.B.E.V.G. in collaboration with D.G.R. & E. and the Headmasters.

In the general opinion of this Seminar, an Advisory Committee consisting of representatives of State Education Departments, State Bureaux, representatives of Employment Services, representatives of employers and workers organisations, representatives of social service organisations, representatives of technical and vocational education and Headmasters should be set up.

4. "Guidance in Multipurpose Schools"

by Kamlesh Choudhary

(A paper read at the Conference in special general session)

Fundamentally, guidance is giving personal assistance to individual to solve his problems of life. The focus of attention is the individual and not the problem ; and the purpose is to promote the growth of the individual in self-direction. Obviously education and guidance become synonymous terms when education is understood as "the conscious effort of the society (including the school) to guide and direct the growth of its members so that they will be able to live lives that will be individually satisfying and socially effective."

The term guidance here, however, has to be understood in a more

specialised sense, namely, to orient an individual in the right educational and/or vocational direction after scientifically studying his abilities, interests and aptitudes and considering his other personal and social circumstances. Guidance in this sense of the term has become particularly urgent in the present educational set-up. With the diversification of courses at the Secondary stage, students will be faced with the task of making suitable choices and the teachers will be required to help them do so. The end of the Middle stage for many students will now mark the end of formal schooling, whereas for others it will be the beginning of a richer and more varied educational fare. One of the major responsibilities that heads of institutions will have to face will be to guide students into the various streams of Secondary education. It is apparent that the success of the entire experiment in 'diversification' or 'multilaterism' will hinge upon the care and freedom from error with which students will be guided in the choice of their curricular offerings.

The problem of guidance, moreover, is not one that affects a small number of institutions or pupils. In the First Five-Year Plan alone, the Ministry of Education sanctioned more than 400 Multipurpose schools to States. It is expected that by the beginning of July this year, approximately 250 Multipurpose schools will start functioning. Assuming the average number of students that will require guidance in each school to be 100, some 25,000 pupils will have to be helped in that month in the choice of their subjects. This is a fairly large task in itself, and as more and more Multipurpose schools spring up in the coming years, the task will become proportionately larger and bigger.

Are our teachers and headmasters of Secondary schools ready for this new responsibility of guidance? We must start by recognizing the depressing fact that in most of the states, hardly any Secondary institutions employ trained counsellors. A good percentage of Secondary teachers are not even trained and those that are trained are not always adequately equipped for guidance work. The situation is made worse by the fact that tests of measurement, both intelligence and scholastic are as yet in their embryonic stage and will take long to come into vogue. There is also no sound tradition of maintaining cumulative records in schools. These are disconcerting facts and one could legitimately state that before "diversification" was put into operation steps should have been taken to overcome at least some of these difficulties.

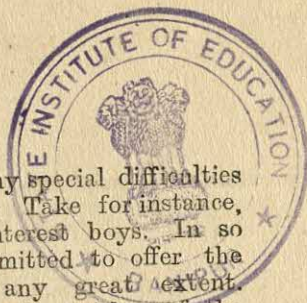
However, while the difficulties inherent in the situation cannot be gainsaid, there is no cause for pessimism and one need not accept the state of affairs with a defeatist mentality. Maybe a solution to all our problems will not be found for another few years; but some of the problems are bound to be solved and if nothing else, the putting into operation of 'diversified' courses will at least bring to the fore many basic problems and by doing so, ensure them a proper measure of attention and study by all concerned.

However, the immediate problem that faces us is that of guiding some 250,00 pupils in July 1956 into appropriate Secondary courses. The main purpose of this article is to offer a few practical suggestions on this problem, in the hope that these may be found useful as a possible base for attacking the problem.

To begin with, the scheme of courses as recommended by the Secondary Education Commission includes languages, social studies, General Science and (one) craft as the core curriculum compulsory for every student. A pupil will have to choose one group from among the following 7 groups :—

- (1) *HUMANITIES* : i.e. a study of any three of the following :—
Languages, Social Studies and elements of Psychology, Mathematics and Home Science.
- (2) *SCIENCES* : i.e. a study of any three of the following :—
Physics, Chemistry, Biology, Geography Mathematics and Elements of Physiology, Hygiene & Home Science.
- (3) *TECHNICAL* : Including a compulsory study of Applied Mathematics and Science, Geometrical and Mechanical drawing and one optional subject from amongst Mechanical and Electrical Engineering, Elements of Building Construction and Radio Engineering.
- (4) *COMMERCE* : including elements of Commerce, Commercial Geography (including Economics and Civics) and one of the optional subjects viz. Book Keeping, and Shorthand and Typing.
- (5) *AGRICULTURE* : includes the compulsory study of :—
 - (a) Agricultural Biology and Chemistry.
 - (b) General Agriculture including Soil Management and Crop Culture.
 - (c) Farm management including Animal Husbandry and Dairying. In the final examination the student may opt for any one of the following :—
 - (i) Horticulture
 - (ii) Crop Culture
 - (iii) Fruit growing and Fruit preservation
 - (iv) Poultry Farming
- (7) *FINE ARTS* : including a compulsory study of the appreciation of Art and any one of the optionals viz., Drawing and Painting, Modelling and Sculpture, Music, Dancing and Elements of Home Science.
- (7) *HOME SCIENCE* : including three papers in theory on Household Management, Food and Nutrition, Home Nursing and three practicals on the same subjects.

In passing it will be noticed that these groupings of subjects are somewhat different to the groupings suggested by the Secondary Education Commission. The new groupings which have been accepted by the Central Advisory Board of Education are fully described in the 'draft syllabus' for Higher Secondary Schools issued by the All-India Council for Secondary Education on behalf of the Ministry of Education.



Broadly speaking guidance may not present any special difficulties in diverting the students into some of these courses. Take for instance, Domestic Science. As a rule, the subject will not interest boys. In so far as girls are concerned, they may generally be permitted to offer the subject since it calls for no special aptitude to any great extent. Apparently the main consideration will have to be the wishes of the students and their parents. Fine Arts, particularly music and dancing, also on account of their cultural value, are likely to be more popular amongst girls who can generally be allowed to offer the course except when there is a definite 'handicap' or some marked 'disability'. A child with a bad voice, for instance, may not be able to master vocal music and as such should be discouraged from making the choice. In so far as boys are concerned, some of the optionals in the groups are likely to be more popular than others. In their case before a choice is allowed, reference should among other things be made to the interests of the boys and to their school marks in the related subjects. For instance, students wishing to opt for modelling or sculpture should, as far as possible, give proof of interest and also show good marks in drawing and constructional geometry. In Agriculture, there is not much challenge offered to the student's intellect, nor are there any special abilities needed; any boy with robust health, average intelligence and love of rural life may be expected to do well in the subject. Therefore, here also the preference of the student for the course can be an acceptable basis for guidance. The choice of Commerce likewise can be permitted to those who have a somewhat better than average school record, both in languages and computational arithmetic.

However, the channelising of students into the other three groups viz. Humanities, Science and Technical, is beset with many difficulties. For one thing, these courses make a high demand on a student's intelligence and one must be sure of his level of intelligence before he can be advised to offer any one of the courses. For another the High social prestige that attaches to these subjects will place a high premium on them irrespective of the level of intelligence required. It will frequently be a problem for teachers and headmasters to dissuade unsuitable boys from choosing these courses.

The task is made more difficult by the fact that in most schools, there are neither measures of Intelligence nor any other reliable estimates of children's general ability. The two problems that will face the headmasters of Multipurpose Schools are :

- (1) How to translate the existing information in schools into estimates of general ability, and
- (2) What, broadly speaking, should be taken to be the level of intelligence required for a successful completion of these courses.

With regard to the first point it would be agreed that the only basic information which is available and likely to be useful in this connection will be subject marks of the students in their annual and terminal examinations. What is the relationship between intelligence and scholarship ? There have been a number of studies determining at the Secondary stage the correlation between intelligence and school attainments. The correlation has often been high for those subjects in which the verbal symbolic element is predominant, and low in the case of skill



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subjects; the average coefficient has been of the order of .5 or .6, although sometimes coefficients of the order of .7 or .8 have been also reported. On account of the high positive association between general ability and scholastic attainment which of course is by no means perfect, it is suggested that school marks can be a useful basis for estimating students' mental capacity. The students needing guidance, could, therefore, be ranked on the basis of their school marks, if possible in two or three examinations, and this order taken to indicate their level of general ability.

With regard to the other problem, namely, the order of intelligence required, there is general agreement that the courses and occupations for which these subjects are a preparation call for a higher order of intelligence. There is evidence that in the occupational field, there exists a hierarchy based upon the level of intelligence. A study of enlisted men conducted in the United States during the first World War is an instance in point. It showed that professional occupations like that of an engineer require the highest order of intelligence and the requirement of intelligence diminishes with the drop in the level of occupations, to semi-professional, skilled, semi-skilled and unskilled where the intelligence required is of a very low order.

Going by this evidence, we would suggest that the children to be considered for admission to these courses should be from the top 40% of a normal group. In other words, a child to be considered for one of these courses should not occupy a rank lower than the 40th in a group of 100. While between these groups viz. Humanities, Technical and Science, we should not suggest any rigid order of allocation according to the level of intelligence, for the parental wishes and those of the child will have to be the main consideration, we do not hesitate in suggesting that in order to offer Science and Technical Groups, a child must rank within the top 20% of the group if the risk of the subsequent failure is to be minimised.

These suggestions are supported by the results of a nationwide study conducted in the United State where the Median I. Q. of the High School boys in different courses was as follows :—

<i>COURSES :</i>	<i>MEDIAN I.Q.</i>
Technical	114
Scientific	108
Academic	106
Commerce	104
Trade	92

Presuming that these estimates of I.Q. indicate the requirements for these courses, one could say that in a normal distribution about 17.9 % of the pupils would possess an I.Q. of 114 and above and thus be considered suitable for the Technical, 29.9% of the boys with an I.Q. of 108 suitable for the science and 34.5% of the boys with an I.Q. of 106 for the literary stream.

On the basis of this evidence it could be stated that the suggested 40% for the three streams is largish. This is undoubtedly true and if it is granted that the average I.Q., mentioned in the study are underestimates of the true I.Qs., required for success in these courses, the

charge becomes even more valid. However, it is felt that for some time to come, it may not be easy substantially to reduce this percentage. In the first place, owing to the high prestige in which these courses, particularly the Humanities and Sciences are held, they will continue to be in great demand, at least until the new courses acquire a reasonable parity of prestige. Secondly, many of the Multipurpose schools may not have as large a variety of alternative courses to offer as the numbers not suited to these groups would seem to require. (It is suggested that Multipurpose schools in an area should cooperate as much as possible in the transfer of scholars from one institution to another according to their special facilities). However, we share in the hope that with the passage of time, as the Secondary system grows into a balanced and properly differentiated system, the percentage of students opting for these courses would drop further.

The estimates of the students' level of intelligence, however, will by no means be enough for purposes of guidance and it would be necessary to supplement them by information regarding the special abilities of children. Needless to say here again, owing to the absence of standardised aptitude tests, we have to depend largely upon school marks supplemented by teachers' observations. A careful study of the students' marks in different subjects is likely to indicate their significant strengths and weakness. These marks could, therefore, be profitably utilized as indicators of ability or disability in the different fields. Besides, the teacher's observations regarding the interest of pupils in extra-curricular activities and any pertinent information that can be obtained from parents concerning their leisure time pursuits should also be made use of in this behalf. The abilities that would be of particular interest with regard to these diversified courses are: (1) *Linguistic ability* which manifests itself in verbal facilities concerned primarily with the use of the mother tongue and ability to master a foreign or classical language. The child's marks in languages may be used as an estimate of this ability. In extra-curricular activities, this ability may manifest itself in situations like debating and the promptness and accuracy with which the student answers his questions in the class. From the occupational point of view, the child who wishes to take up such occupations as those of an author, editor, journalist, professor, diplomat, lawyer should have this ability in ample measure. (2) *Scientific Ability*: which manifests itself in solutions of abstract or concrete problems involving causal relationship. Besides proficiency of a child in General Science and Mathematics, the teacher should observe whether the general attitude of a child towards a problem is usually one of tacit acceptance or one of enquiry and scepticism. In the occupational field, a child who wishes to be a scientist, research scholar, etc. should have this ability in good measure. (3) *Spatial Ability* is indicated in the solution of problems of a practical and mechanical nature. A student's performance in Geometry and Drawing may be a useful indicator but a more useful guide would be the students' interest in things mechanical. This ability is a great asset in pursuing technical courses and doing technical jobs particularly of the professional and semi-professional level. For technical jobs of skilled and semi-skilled level there is need for manual dexterity rather than academic knowledge. A knowledge of the presence of this ability though it may not be helpful in the pursuit of a particular course of study as none such exists, may be helpful in directing an individual in pursuing a technical course.

While discussing the necessary ingredients to be studied in a child before providing guidance we have stated nothing about the personality traits such as application and perseverance without which no student, no matter how bright, can go far, particularly at the higher stages of learning. Fortunately, however, the school marks which have been our mainstay will to some extent bear on these qualities and as such serve as a useful basis for allocation.

Lest these suggestions give the impression of over-simplification, it should be clearly understood that positive guidance is going to be an extremely difficult experience both for the teacher and the pupil. One of the greatest difficulties will probably be that the advice given may not be readily accepted. More often than not the advice will be met with hostility from parents, who will have already decided upon the future educational or vocational choice of their wards. The acceptance of the curricular choice by the parents of the child will frequently depend upon the social prestige and economic rewards of the callings to which the courses are supposed to lead. So long as the present social and economic disparities of the callings exist, it may be questioned whether the new subjects will ever have a chance of attracting students in sufficient numbers. This raises social and economic issues of a fundamental nature, which, however, exceed the scope of this paper. However, a few things are there well within the reach of the educational authorities and these could certainly be attended to in order to ensure a fair chance to the new curricular groupings.

In the first place the Universities and Boards of Secondary Education can help toward lending prestige to the various courses by according them immediate recognition. Although such recognition is the very basis of the present reorganisation, unfortunately it has not been forthcoming as promptly as was expected. Unless these courses are duly recognised for examination and other purposes, it would be difficult for parents to accept several of the new courses even when they are convinced that these are the best choices for their wards.

Not only must Universities give recognition, they should also consider giving preference to students graduating in the appropriate courses in matters of admission to higher courses; that is to say, it should be considered whether a child taking, for instance, Agriculture at the Secondary stage should not be given preference for admission to an Agricultural College over a child who takes up the usual science courses. The universities can examine the contents of the draft syllabuses from this point of view and, if necessary, modify them before deciding in favour of the suggested concession. This will go a long way towards investing the new courses with prestige and thus making them popular.

Further, for certain types of employment open to students after the Secondary stage, students taking appropriate courses, should be given preference over the ordinary Secondary School leavers. For instance, in the recruitment of V.L.Ws. in the C.P.A. and N.E.S. Blocks, preference could be given to a Secondary School child with Agriculture as his special subject. Similarly for clerical appointments, students who have done Commerce could be preferred. It is very necessary that Education Departments of the State Governments should examine this proposal carefully and make suitable recommendations to their governments. In the past many educational reforms have foundered for want of support

from suitable measures in the occupational sectors on grounds of social and economic factors. It is time that attention were paid to this simple truth so easily recognised in discussions but so conveniently forgotten in practice.

One essential condition for working a programme of guidance is the cooperation of parents. One thing that the school can do to enlist this is to take upon itself the responsibility of adequately informing the parents about the possible educational and vocational opportunities of the different curricular choices and about the assets and liabilities of their wards and thus make them guidance-minded. If the parents can be made to realise that social prestige and economic rewards are not the only factors to be taken into account, half the battle will be won. Frequent meetings and regular correspondence with the parents will be necessary towards this end. Parental cooperation, once it has been enlisted, will be of help also in developing a better understanding of the child and his personality because they can often furnish useful information regarding the home background and past experience of the child otherwise unattainable.

In conclusion it may be stressed that as 'guidance' in many schools will be a new project, steps should also be taken to follow up the students guided. It is likely that the advice given may not have occasion to be revised but no chances should be taken. Schools that have not already instituted Cumulative Records will do well now to make a beginning in this direction. Furthermore, all education Departments of Universities, Research Bureaus and Teacher Training colleges will also have a duty to assist the practising teacher both in constructing and perfecting the tools of guidance and in making arrangements for his training whenever necessary. It is only when guidance is treated as a cooperative effort that success will result.

ADDRESSES

Inaugural Address

By H.E. Sri Prakasha, Governor of Madras.

Inaugurating the Seminars, Shri Sri Prakasha, Governor of Madras, stated that he was grateful to the organisers of the Seminars for having invited him to inaugurate them. He was not quite unfamiliar with the work done by them because in one way or another he had had close contacts with educational institutions and for over a quarter of a century he was lecturing on one subject or another in the Kashi Vidyapeeth at Banaras.

Referring to the subjects chosen for deliberations in the Seminars, the Governor stated that they had chosen the subjects the decisions on which would react upon themselves. Gandhiji was very particular that they should experiment themselves before they asked others to carry on experiments on their own pet theories.

Adverting to the researches that they would carry on in the field of Secondary education, the Governor pointed out that the Committee on Secondary Education presided over by Dr. Lakshmanaswami Mudaliar made the main recommendation that Secondary education need not necessarily be a hand-maid to University education, and that every person educated upto the Secondary grade should not feel that it was his

bounden duty to enter college. Most of the students coming out of the Secondary schools joined colleges in order to put off the evil day when they would have to decide what they should do in the world. He was sure that they would be making some researches which would include research in the psychology of students so that they might try to find out ways and means for inducing the students to settle their ideals and goals in life before it was too late. They should make sure that every boy and girl was properly brought up and that every young man and woman was fitted into a suitable niche in life. The result of their researches should be such that they themselves could implement them and that they should show by their own work that the conclusions they had arrived at were correct and practicable.

Continuing, the Governor stated that he knew the difficulties that all of them had to face in the matter of evolving a new educational policy. There were many persons who wanted to abolish the present system of education look, stock and barrel. But he felt that the system had served a definite purpose. It had brought them in touch with the outside world and given them a great deal of knowledge which they did not possess before. It also helped towards the consolidation and unity of the country and as such they should pay their tribute to that system. But times had changed and they had to change the system of education from top to bottom. The change-over was very difficult and in fact there was already a great deal of discussion regarding the language to be used as medium of instruction. He hoped that they would pay attention to that problem as well.

Regarding the type of education to be evolved for training the citizens of the future, the Governor stated that they had to make up their minds on the sort of society they would like their country to have in the immediate future. He would not think of a too distant future because circumstances were bound to change from generation to generation and it was quite possible that the ideals of life might change in the next 20 or 30 years. Therefore, they might confine themselves to what they wanted the next generation to do. According to him, education could have three objectives. One objective was to acquire a certain amount of knowledge. The second was to acquire culture. By culture, he meant the capacity to understand other people's feelings, the capacity to be considerate towards the wishes of others and the capacity to behave well with others. He thought that the world needed a great deal of culture of that sort. The third objective was to find a place in life, in other words, to have a profession—a profession that they loved to practise and through the medium of which they not only fulfilled their own creative wants but also helped society. We were all inclined to look down upon professions other than their own as being anti-social and not 'noble' but that need not necessarily be so, as all professions were equally noble. No profession was worth having which was not of service to society also, and therefore they should conduct their researches in such a way as to give to the world persons who would have professions and who would be proud of their professions, realizing constantly that they were serving the society by performing the duties of their profession efficiently and properly. The present education fitted young men for only two or three professions and all those who received it were inclined to enter those professions only and none others. They had therefore to see that they did not train their young men for just two

or three professions. They should have educated men in all professions because in a democratic society they should not deny knowledge to anybody. They should also see that manual work was not looked down upon and that all persons who were educated did not necessarily seek Government service. He did not wish that the whole nation should be a nation of Government servants. He feared that non-governmental life was being starved and increasingly starved as a result of the tendency among people to seek Government service. He hoped that most of the students trained by them would be able to make their way in life in non-official occupations.

Continuing, the Governor referred to the problem of discipline among students that was prevalent in Uttar Pradesh, Bihar and some other States, and asked them to consider why such a situation had arisen and how indiscipline could be prevented.

Adverting again to another recommendation of the Committee on Secondary education, the Governor said that by making Secondary Education a unit in itself, most young men would be enabled to earn a living in good time so that they could not pitch their ambitions too high.

Referring to the problems of Educational and Vocational Guidance in Multipurpose schools, he said that every single person should be properly educated and trained so that he might become a good citizen. Therefore, the educationists should be in a position to tell students the professions they were fit to go in for and the mental attitude that they should have towards the professions that they took up. If they succeeded in all those endeavours, they would have a fine race of men and women who would see to it that the unity and the liberty of the country were kept inviolate for ever.

Presidential Address

by Shri K. G. Saiyidain,

Educational Adviser to the Government of India.

"May I preface my brief remarks this morning with a confession? Whenever I have an opportunity of participating in Seminars and Conferences like this, there are two feelings, not fully reconcilable, which arise in me—firstly, a certain feeling of inadequacy which a comparative layman must always experience in the company of experts who know much more about the subjects of discussion and, secondly, a certain feeling of relief and pleasure—relief at a temporary respite from files and their practical application to life. This really provides a common ground where teachers and educational administrators with a broad vision can fruitfully meet. The teacher and the scholar must realize increasingly that the play of ideas, while it is of the greatest significance in itself, finds its real challenge and opportunity when it is focussed on active problems of human life. Similarly, the educational administrator must learn that his commerce is not only—or even mainly—with files, procedures and techniques or even the tackling of human relations. He should endeavour to become a living bridge between ideas and tested scientific knowledge, on the one hand, and practical problems and situation, on the other. Practice without enlightened theory is apt to become dull and lifeless and theory without practice runs the risk of losing social significance. We must all combine in the attempt to irra-

diate our school practice with the play of creative ideas that would meet now situations as they arise. Participation in such Conferences is, therefore, for me always a source of pleasure for which I thank you—it creates for me, at least, the pleasant illusion that my administrative duties are not altogether mechanical!

“Let us try and visualize the work of this Conference in the context of the wider problem of educational reconstruction that we are trying to tackle. We have come to realize, with growing clarity, that the educative process is a single, unbroken process from infancy to old age and that it goes on not only in schools, colleges, universities and other agencies of formal education, but also through the numerous contacts which every individual establishes with various kinds of groups—social, economic, cultural, industrial professional etc. This is linked up with the further significant realization that the success or failure of education is not to be measured in educational terms but *in terms of life*, i.e., the success with which education is able to adjust itself to life needs and the contribution it makes to making life richer, broader and more meaningful. If the educational system is out of tune with life, even technical excellence will not vivify it. The situation, therefore, demands that our schemes of reconstruction must embrace all stages of education within their scope—Primary or Basic, Secondary, Social as well Higher education. We have done something to deal with the formidable problem of mass education by fertilizing it with the concept of Basic education and we are now taking up the question of reorganizing education at the secondary level and trying to widen its traditional approach which has been narrow and unilateral by introducing the idea of multipurpose schools. We have also formulated a scheme for raising the existing standards by establishing Higher Secondary schools which aim at equipping the students with knowledge, skills and social attitudes that would enable them either to start as productive workers or to join higher institutions for further education or training. What we are trying to do in the field of higher education is another interesting story which I shall not relate here, because in this Conference we are concerned primarily with the Secondary stage. In this particular field, we have taken on an exacting responsibility, because our reorganized Secondary school is expected to achieve several objectives, not always at ease in each other's company. It is both a preparatory institution, for those who wish to proceed for higher education or training and a finishing school for those who must think of entering into the world to earn their living. In addition—and this is an objective which, to some extent, cuts across both the others—it endeavours to inculcate in its students those intellectual, social and practical qualities which form the foundation of good citizenship and contribute to building up a balanced personality.

“If that is so, you can well appreciate the complexity of the situation that our reorganized Secondary schools are required to meet. It cannot be met through the kind of predominantly academic, single-track curricular pattern which has been entrenched in our schools for many decades. To meet the special needs of the two streams of students who will be going out of our schools, we have to adjust, to broaden out and make more realistic the curricula and the syllabuses and to ensure that, to some extent, the individual aptitudes of every student are honoured and the best use is made of his capacities. It is here that Educational and Vocational guidance must play their part.

"They are comparative newcomers in the field of education in our country and, therefore, while people like you know what part they have to play—or, at least, I hope so!—it is necessary that teachers, parents and the general public as well as the children themselves be made increasingly aware of their importance and their role. It should be our business to carry on this process of public education, of making it guidance-conscious. Even if our schools continued to be unilateral, the problem of individual adjustment would arise. Now that they are being developed into Multipurpose schools, with a variety of curricula and parallel courses, it has become all the more necessary to see that students take on courses for which they are fitted by natural aptitudes and interests. A person with an uncongenial occupation, has been picturesquely described as 'a man who goes through life with a headache' i. e. without the physical vitality or intellectual vivacity needed for a full life. Similarly, a school student who does not choose his courses of study wisely and intelligently—which, obviously, requires expert guidance—is apt to find this whole success of his school career jeopardised. As teachers you are, no doubt, aware that there are 'misfits' not only in the outside world but also in the small world of the school—students who are victims either of ignorance or of the misplaced ambitions of their fond parents—fond, both in the modern and the older Shakespearean sense! It is the part of educational statesmanship to see to it that, in these new Multipurpose schools, students are given the necessary guidance to choose their courses of studies carefully so that they may be able to do themselves justice and later make their effective contribution to the life of the community.

"In this connection I would like, in particular, to draw your attention to the importance of the eighth Class which serves as a water-shed between the primary and secondary stages, because it is to be used as an 'exploratory' year for locating his special aptitudes and inclinations. If our society were organised on a purely rational basis, it should be possible to eliminate at the stage—with due precautions—students who did not hold out any promise of benefitting from Secondary schooling and divert them elsewhere and allocating suitable courses to the rest. This, however, is not feasible for the present, because a number of social and economic factors enter into the situation. But, through well-known guidance techniques the incidence of misfits could be reduced to some extent, and right choice made *possible*. We have to look up to you and other psychologists and educationists working in Universities, Training Colleges and specialized research institutions to provide the necessary techniques and materials for the purpose—not merely to produce research reports of academic interest but make them available in a form which will make it possible for thousands of our teachers to utilise them.

"I have no doubt that, if this could be done successfully, its beneficial repercussion will be felt in a variety of directions. It will certainly help to improve the general standard of Secondary school work, because low standards of achievements are not always related to low intelligence quotient or other forms of mental backwardness but also to the unwise choice of subjects. A student who could have done brilliantly in the Humanities may, for want of proper guidance, take up science—or vice versa—and be put down as a dud, not only in school but even in later life if this results in a wrong choice of career. If the choice had been correctly made, his whole life pattern may have been different. Similarly,

provision of this kind of service in schools—in the form of vocational or pre-vocational guidance—can help to ensure that the trained capacities of students of Multipurpose schools are properly coordinated with their choice of career. It can serve as a bridge between the school world and wider world outside and smooth over the difficulties that beset transition from one to the other—difficulties which often lead to frustration and waste of hope and talent.

“It is clear, therefore, that in this great task we have to win over the cooperation of many agencies and groups—teachers, parents, educational authorities, experts, employing agencies and the like. Without such cooperation, there can be no effective guidance. I would particularly like to stress the importance of securing the cooperation of all the teachers of the school in the new direction. We may be able to provide trained teacher-counsellors in our secondary schools in due course—how long it will take, I know not—but they will obviously not be able to do their job without the intelligent help of all their colleagues who, out of the fullness of their knowledge, can assist the counsellor in mapping out a full chart of each student’s personality and aptitudes. It is not merely his reactions in a laboratory or his response to specially designed tests that would provide the clue to his complex and enigmatic personality—and, believe me, every single human person, however simple he may seem to the outward eye, is an enigma. No personality unfolds itself in all the numerous relationships which an individual establishes with its environment both social and physical :it expresses itself in the schoolroom, on the playground ; in the home and the neighbourhood, in the hushed response of the child to the beauty of a magnificent sunset, and his indignant reaction to whatever is ugly or unjust. In all these contexts, the warp and woof of his personality is being constantly woven and the vigilant teacher or parent or Headmaster will be on the lookout for revealing glimpses into his mind and emotions and practical aptitudes. How the counsellor can draw upon and draw out this treasure of knowledge and understanding and how he can apply scientific techniques to achieve the results in view are matters for you, as experts, to deliberate upon and decide. I wish you success in all the deliberations and assure you of the keen interest of the Government of India in this important field of educational work.”

Address.

“Multipurpose Schools and Guidance” by Shri Natarajan, Director of Field Advisory Staff, All-India Council of Secondary Education.

“The Government of India have taken the responsibility of implementing some of the recommendations of the Secondary Education Commission appointed by them in 1952. One of the major defects pointed out by that Commission is that the present course was unilateral providing only for entrants to the University. They, however, pointed out that the standard of attainment of the pupils of our High schools is very low, compared to what is obtaining in other countries and what can be expected from our pupils of that age group. They therefore recommended that the High schools should be upgraded into Higher Secondary schools by the extension of the High School course by one year. They have also endorsed the recommendations of the University Education Commission that

the degree course in the University should be of three years' duration. These recommendations have been accepted by the Government and in the first Plan itself they made provision for upgrading about 10 per cent of the schools into Higher Secondary schools.

"The Government have also accepted another important recommendation of the Secondary Education Commission that seeks to remove the 'Unilateral' defect of the course in Secondary schools being unilateral. The Commission recommended that the course in the Secondary schools should consist of two parts. The first part to consist of core subjects; including Languages, General Science and Mathematics, Social Studies and Crafts; and the other part to provide specialised education of two kinds: (1) Academic, through Humanities and Science, and (2) Practical, through Technology, Agriculture, Fine Arts, Commerce and Home science. All these upgraded Secondary schools will be called Higher Secondary schools but those Higher Secondary schools which provide, in addition, one or more of the practical courses will be called Multipurpose schools.

"In the Second Plan, it is proposed to have 1,500 Higher Secondary schools of which 500 will be Multipurpose schools. Thus, at the end of the Second Five-Year Plan there will be nearly 1,000 Multipurpose schools, providing one or more of the practical courses. It should be mentioned that not all these Multipurpose schools would provide for all the practical courses, though it would be ideal, if such a thing could be accomplished. It is the aim of this re-organisation that the standard of achievement of these pupils should be such as to enable them to be ready to proceed either to the degree course in a University or to the professional courses provided by the University. In other words, their standard of achievement should be as near to the present Intermediate Standard as possible, and in respect of the practical courses their standard of achievement should be equivalent to what obtains at the end of the first year in the Polytechnics.

"The upgrading of Secondary schools is essentially a responsibility of the States, but in view of the cost involved in giving effect to various recommendations in this regard, the Central Government have offered liberal financial assistance to the States for the purpose. There has necessarily to be a planned programme in this connection. All the schools cannot be immediately raised to the status of Higher Secondary schools, but in course of time it may be possible for most of the schools to be converted into Higher Secondary schools.

"At this stage, which is one of transition from the existing pattern to a new pattern, various problems will arise. Some of these problems relate to the question of making the facilities of the practical courses available to as large a number of students as possible. In fact, the purpose of these practical courses is not to give students any high degree of vocational skill but to provide them with a means whereby they can fulfil themselves better. There are students who will not readily respond to a purely academic course but who, through the practical courses, will have an opportunity of doing something to their satisfaction. They will get a sense of achievement which in its turn will enable them to proceed and appreciate the meaning of the content of academic courses. Hence the concern of the States in providing for these Multipurpose schools should be that they should be made available for as many

students of this type as possible. The planning of the Multipurpose schools therefore requires some serious thinking. Some of the States are in favour of establishing Multipurpose schools in different parts of their territories, so that every part may be served by such Central Multipurpose schools. In some States they are planning to establish Central Institutions which could provide for the technological courses and to which students from the various Higher Secondary schools of the area could come, according to their time schedule for instruction in the practical courses.

"A few other States are of the opinion that the Multipurpose schools should be distributed throughout the States, but in each area there should be as many schools as there are practical courses provided. Now, whatever plans the States may adopt, it is clear that their concern seems to be with the fact that the facilities of the practical courses should be made available to a large number of students.

"It is normally agreed that the duration of the Higher Secondary schools should be three years and that the classes comprising Higher Secondary schools should be standards IX, X and XI. The questionnaire choosing the electives will begin in Standard IX itself. It is therefore felt that an exploratory year preceding this Higher Secondary stage should be provided. It will be good if that exploratory class which may be Standard VIII is also provided in the Higher Secondary schools. In the alternative the work in Standard VIII in Senior Basic schools or Middle schools should be of such a nature as to serve the purpose of giving suitable guidance to the pupils in the matter of choice of the courses at the Higher Secondary stage. In view of the conditions obtaining in our Primary school, this latter course may not quite serve the purpose. However, the All India Council for Secondary Education have recommended that the courses of studies in class VIII should be more or less of the same standard in all schools, whether they be Senior Basic schools or Middle schools or Higher Secondary schools with class VIII attached to them. The Council has also recommended that the content of the courses for class VIII should provide a varied programme of practical activities. If the eighth standard is attached to the Higher Secondary schools, then these schools can experiment with the programme in the eighth standard, and in the light of their experiences is able to serve as a guide to other schools also. In this connection, I would like to invite the attention of the conference to the interesting experiment of Mr. Pavri, Headmaster, Amulakh Aminchand High School. Without lessening the emphasis on the traditional subject, he has found it possible to provide within the school time-table for about 40 types of practical activities (hobbies) and help the school students to divide themselves into 40 groups each engaging itself in at least one activity at a time. In the course of the year he has given facilities for the students to change over to other types of activities. Teachers who are in charge of these different activities keep a general record of pupils' interests and aptitudes. I am sure these records will be of great value in giving guidance to pupils in choosing their appropriate courses.

"Now, this Class VIII is an important stage in the educational structure. For, nearly 85 to 90 percent pupils, this would mean the terminal stage. For a small percentage about 3 to 4 percent it would mean the beginning of vocational courses and for the rest it would be a preparation for Higher education and Higher Secondary schools. The

Commission have recommended that there should be only one External Public Examination at the end of the Higher Secondary Schools, but the selection of pupils for Higher Secondary Schools will have to be considered very carefully. Therefore the maintenance of systematic school records at least for this VIII Standard, is very essential when school records can serve as a basis for classifying pupils either for entry into vocational courses of the Junior Technical Schools or into Higher Secondary Schools and the practical courses thereof. I am sure that the Vocational Guidance Bureau can give the pupils of these institutions considerable help. It will be an advantage if an Officer of the Vocational Guidance Bureau could work in collaboration with the Higher Secondary Schools in this area and advise the Higher Secondary Schools as to the form of school records and the nature of particulars that should be entered into these records. It is also necessary that the Higher Secondary Schools in any area should keep itself in close touch with its senior Basic or middle Basic schools.

"Another problem for Multipurpose Schools will lie in the fact that some of the students admitted for the practical courses may not find the courses sufficiently interesting and their progress may be retarded. As the whole thing is an experiment designed to provide a course suited to the needs of the students, there should be facilities for transfer from one course to another at least at the end of Standard IX. But such transfers should also be based on scientific study, and guidance would be necessary even at this stage.

"A third problem which Headmasters of Multipurpose Schools are faced with is satisfying the wishes of the parents. Parents' views in respect of the choice of courses certainly constitute an important factor and cannot be easily ignored, but if the technique of guidance is well developed, it should not be impossible to convince the parents that a particular child would do better, if put into a practical course rather than in a purely academic course.

"The success of this scheme of reorganisation will largely depend upon the manner in which we are able to select pupils for the practical courses and convince the pupils' parents that these courses would help in the development of the full personality of the child. Guidance, therefore, has to play a very important part and the Headmasters of these Multipurpose Schools should show not only a keen insight into the problem but evince a sympathetic understanding of the needs of the pupils."

"Guidance and Total School Programme."

By Dr. K.G. Rama Rao, Director,
Central Bureau of Educational and Vocational Guidance,
Ministry of Education.

"Guidance as a new function of Secondary Education in India is a major educative process subserving improvement in both instruction and evaluation in the 'schooling' at the Secondary stage, besides the formal guidance programme. The objective of 'schooling' as we understand it and are familiar with in our schools is the same as the objective of all education, formal or otherwise, namely to prepare the boy or girl for life and work satisfaction.

"Guidance in Secondary schools as envisaged under the Multipurpose school scheme is intended to help pupils *choose courses and careers wisely*, i.e. match personal assets and needs against mental and physiological demands of courses and occupations on the one hand and on the other the job opportunities in the world of work.

"This role which the school/Education Administration has assigned to guidance in school is, I submit, rather static and of extremely limited coverage. Furthermore, a body of scientific knowledge on which to base individual assessment or job evaluation in the Indian, national or regional setting has yet to be made available. Some of the basic issues are: (a) personality and success in vocations (b) fundamental school skills and innate or constitutional capacities (c) outcomes of 'schooling' and demands of occupations.

"In guiding a given individual (pupil) for curricular choice, functions such as selection of objectives, selection of content, instructional and evaluation procedures, organisation of learning experiences, can and should be considered. All these involve a close, integrated relationship between curriculum and guidance.

"Next, the available norms in respect of the few ability and aptitude tests that are in current use in our schools are based not infrequently upon testing of different populations. Thus a given individual would have to be compared with different groups on each separate test. This will make it impossible to attain a coherent picture of either his trait or his individual differences.

"And, finally, relating 'schooling' to employment in a more pragmatic and direct way, which the Multipurpose school system is obviously intended to achieve, would be extremely difficult so long as the educational systems of the country are not planned to match its man-power needs in the major sectors of industry, agriculture, commerce, services and professions. Indeed, a thorough assessment of employment opportunities regionally and at the national level, alone, has precise significance for individual guidance for choice of vocations.

"A more realistic appraisal of guidance in the context of our present resources for the development of 'schooling' with definite educational and vocational goals would seem to indicate the need of a dynamic and continuous preparation of the individual pupil for growth and maturity. The modifications in terms of attitudes and skills necessary for life and work satisfaction are a secondary factor. Not only maturity in the physical sense but some degree of 'subject' maturity is essential for guidance whatever the aspect of it—vocational, personal, educational—that is being focussed upon.

"Indeed, progressive education has long since come to be regarded as child-centred at the primary stage, child-and-subject centred at the secondary stage and subject-centred in the post-secondary years. The goal of guidance, and of course the techniques and aids too, must conform to the above characteristics.

"If Secondary schooling is meant to prepare and fit the school leaving youth for thinking as to what he could or should do to qualify himself for the role of a satisfied and satisfying worker, friend, parent

citizen, the most significant thing in that schooling that can achieve such an end is a total school programme comprising the integrated home-school-neighbourhood experience and put across in a dynamic and continuous stream of activity.

"This is obviously a joint responsibility of the school administration in which the entire school staff participates and of a network of voluntary organisations functioning through the membership of parents, employers, and workers. And the planning of the school programme itself is aimed at reaching harmony and balance between (a) 'schooling' and employment and (b) education and life satisfaction.

Guidance and Development of the Individual

"Progressive education so conceived must needs have as its sole concern the development of the individual, to achieve pupil development in which both organic and ideal relations (of which the spiritual relations are a part) are processed through a series of situations in an unbroken and psychologically and educationally mature-activity pattern. This processing is shared in equal measure by home (the parents), school (the system, the organisation the workers and the administration) and the community.

"And the relations themselves, in the final analysis, are some intra-personal, some inter-personal and others transactional and centre round man, things and universe of values. Relation of man to man, of man to things, and of man to universe are primordial linkages in both organic and idealistic contents which grow in complexity both structurally and functionally. They subserve education for adjustment, a narrowly conceived and yet a useful goal in a limited sphere of life and activity, just as much as they do education for continued growth, maturity, and modification.

Implications for Education

"A total school programme assumes that education is not simply a scholastic process nor even solely a social process. It is truly an integrated organic process involving inter-action of all basic functions of the individual; it is 'intellectual as well as social, moral as well as economic, spiritual as well as political, physical as well as aesthetic, recreational as well as domestic'.

"As essentially a democratic programme, education must assist the individual to develop his individuality; which means to make allowances for individual inheritances—instinctual, rational and intuitional—responsible for the way he reacts to his environment.

"It should enable him to plan and prepare himself for social living; which alone makes possible evolution of social and international conduct.

"And thirdly, for the regulation of individual growth and the lines of modification of behaviour, education in the wider sense of being a dynamic and continuous guidance process is indispensable.

"In the home-school-neighbourhood campus there are a host of activities necessary for living and growing in the real world of opportu-

nities and limitations, and in which the individual is called upon to make satisfactory choices, adequate plans and sound interpretations essential to harmonious adjustment and continued progress in reaching life and work satisfaction.

'Schooling' at the Secondary stage, at any rate in the later years, must prepare and equip the individual pupil, in content as well as drive, for making choices, plans, and interpretations.

"Within this 'schooling' function of Secondary education it is the province of guidance to help the School Administration to utilize the outcomes of schooling from a vastly extended curriculum for building up the data, the first principles, aids and techniques, necessary for enabling the pupil to plan his future career and to prepare for setting in it.

Failure of 'Schooling'.

"Inadequate 'schooling' which is characterised by an incoherent, rigid and repetitive, unintegrated, discontinuous and incomplete school programme must, in the final analysis, be held responsible for (a) lack of scientific basis for classification and selection in the Secondary School, at the end of the Middle stage and in the High school, (b) interruptions and gaps in the pupils' preparation for academic and personal advancement, resulting in a general sense of inadequacy and more specifically leading to unsatisfied ambitions and vague fears, and (c) an imperfect appreciation of the school leaver's need for current, continuous and factual information regarding work and career opportunities (and limitations) in the region.

"Developing new functions therefore is a *sine qua non* of significantly relating Secondary 'schooling' to life and work. Guidance as a dynamic, continuous, and scientifically based school activity is a new development in this country. It arrests the current trends towards the cumulative educational deficit."

"Youth Employment and Counselling Service"

By N.C. Pavri, Deputy Director, D.G.R. and E., Ministry of Labour.

"Since the establishment of the first Employment Exchanges in India which came into being more or less as appendages of the National Service Labour Tribunals set up to administer the National Service (Technical Personnel) Ordinance 1940, till this day the main function of the Employment Exchanges has been to help as speedily as possible employment seekers to find employment and employers to secure suitable workers. This main function remained, more or less, the sole function of the Service because since its inception under the stress of post-war demobilisation, it has been called upon to facilitate orderly absorption and resettlement of various uprooted groups of individuals into the economy of the country. To start with, the organisation had to tackle the problem of resettling in civilian life persons demobilised from the Armed forces. Then, immediately after the Partition in August 1947, the Employment Exchanges were called upon to assist in the resettlement of displaced persons. Even today Employment Exchanges, especially those in the Eastern zone, are assisting in the resettlement of East Pakistan refugees. The third group of persons whose resettlement is being canalised

through the Employment Exchanges is the Discharged Central Government Employment for whom the Government of India have assumed moral responsibility. Most of the State Governments are also utilising the Exchange machinery for recruitment to their vacancies. Apart from these special groups, Employment Exchanges have been assisting Government employers in the recruitment of scheduled Castes, Scheduled Tribes and Anglo-Indian applicants. This main function, *viz.*, the traditional placement work, the Employment Exchanges have been performing with very limited resources, for, to cover the vast country we have very few Exchanges. Even today we have only 136 Exchanges. Not much thought, therefore, could be given to the modifications necessary in the activities of the Organisation so as to effectively cater for all civilian personnel in the country.

"In 1952, the Government of India appointed the Training and Employment Services Organisation Committee (otherwise known as the Shiva Rao Committee) to examine the future of the organisation of the D.G.R. & E. Among its many useful recommendations made with a view to making the Service more useful to employers and employment seekers, there is one concerning employment counselling which is pertinent from the point of view of this Conference.

"Whilst expressing its view that if the Exchanges are to achieve the overall objective of the Service, a counselling programme would be essential, the Committee felt that the need for employment counselling arises from the complexity of the labour market and differences in the aptitude, interest, acquired skills and physical capacities of individuals and from the recognition that unless an individual is employed in a job suited to his ability, he does not derive any satisfaction from his job, and in many cases, is not fully a productive employee. It is generally true that in the existing employment situation the preponderance of applicants over jobs does not leave much choice to the applicant; nevertheless, it cannot be denied that satisfactory matching of jobs and workers through a process of employment counselling would not only be in the interest of individual workers but would also be in the national interest inasmuch as it would promote productivity and at the same time minimise the waste involved in frequent changes of jobs. A counselling programme was instituted for a brief period soon after the termination of the last War under what was called the Resettlement Advice Service. The function of the Service was to advise demobilised personnel regarding their prospects of employment. Even today, Employment Exchanges carry on, in a manner of speaking, a certain amount of counselling activity when during an interview the applicant is advised regarding his chances of employment. But that sort of incidental advice is not based on any scientific data regarding the employment market nor on the scientific assessment of the individual's interests and abilities. In a large majority of cases, applicants are forced to make their choice unaided, with the result that young men and women straight out from schools and colleges, who have had no previous experience and are not occupationally set in their choice of employment and who represent the largest single addition to the country's manpower every year, crowd the already over-crowded 'white collared' occupations.

"Before Employment Exchanges can be in a position to advise applicants regarding the chances of their employment, they will have to be equipped, not only to adjudge the present and potential capabilities

of an applicant, but at the same time be in possession of comprehensive information relating to the present and prospective employment opportunities. With that end in view, and in pursuance of the Shiva Rao Committee's recommendation, the Ministry of Labour in the D. G. R. and E. have drawn up in consultation with the Planning Commission certain development schemes for embodiment in the Second Five-Year Plan. For the role which the Employment Service intends to play in the future pattern of education to be properly appreciated, it is advisable to acquaint ourselves with an outline of some of the schemes which have a bearing on educational and vocational guidance.

"First, we in the D.G.R. and E. are well aware of the useful but very limited service rendered by us and unless we expand and extend our coverage we cannot give the benefit of the service even to applicants residing in the urban areas. It is, therefore, proposed to extend the Employment Service, by setting up an Employment Exchange in each administrative district and place of industrial importance, by the end of the third year of the Second Five-Year Plan, bringing the present total of Exchanges to 256.

Secondly, we have schemes pertaining to the research activities of the Employment Service, in the field of Employment Market Information and in the field of Occupational Information. These activities are of much more recent development than the traditional placement work and are consequently less well-known. For any programme of guidance or counselling, suitable and reliable information regarding employment and training opportunities and regarding careers in the different occupations and industries becomes a prime necessity, and its provision has become a major task and responsibility. Today this lack of information is leading to serious consequences, in-as-much as the educated youth become a drag on the labour market for want of a correct conception of the occupational composition of the major economic activities and the possibilities of employment.

"As regards employment market information, the programme consists of the identification for each labour market area, the actual and potential composition of its employment opportunities and the occupational characteristics of its people. Through the continuing employment information programme, it will be possible to anticipate changes in the employment situation, and to advise entrants to the employment market accordingly. Before introducing such a programme on a wider scale, an experimental scheme was put into operation in the Delhi area under the guidance of an I. L. O. expert. The information collected is being examined and studied. The details should prove valuable to those who are trying to identify the employment opportunities that will be available to the unemployed and to the boys and girls leaving schools and college. We also think that the information that we will acquire on the employment market situation and outlook, may prove of interest to educational planners, if the planning of the educational system of our country is to be in harmony with the economic and occupational trends. This is particularly important when it comes to the development of the Multipurpose school system, where the diversified courses have a special bearing on the various parts of the labour market.

"The other research activity mentioned earlier pertains to the field of Occupational Information. The programme for the collection of the

occupational information has already commenced under the guidance of another I.L.O. expert, Mr. Doos, who is present at the Conference and who will help us in our deliberations. This programme is intended to improve our knowledge of the content of jobs, and particularly about worker requirements, as well as to provide information essential for competent counselling of juveniles at Employment Exchanges, in Vocational Guidance Bureaux and in schools.

“The programme consists of

- (i) preparation of a revised National Classification of Occupations with standard titles, definitions and index ;
- (ii) preparation of Occupational Field Reviews ;
- (iii) production of Career Pamphlets ;
- (iv) preparation of occupational descriptions, and
- (v) preparation of a Handbook on Training Facilities available in the country.

“With regard to the preparation of a revised Classification of Occupations, it is proposed greatly to improve upon the Guide to Occupational Classification at present in use by the Employment Service, by bringing it more in line with International practice, and adopting an up-to-date numerical index system. The framework of the revised classification would come from the I.L.O. Code, bearing in mind the need for comparability of India's manpower statistics with those of other nations. When completed, the revised National Classification will be adopted at the Employment Exchanges and for other statistical purposes. The definitions will give basic information on the work performed within different occupations and will provide useful data in the work of matching the ability of job-seekers with the requirements of vacancies.

“The Occupational Field Reviews will give more detailed information than the definitions about the more important occupational fields. The Reviews will describe the work performed, the physiological and psychological requirements as well as the educational and training prerequisites. They will also include information on training facilities. The Reviews will also contain some information on the facilities for further training as well as on the possible lines and prospects of promotion, together with information on wages etc., and on the future trends of labour supply and demand within the field. It will thus be seen, that Occupational Field Reviews will provide occupational reference material, which will greatly assist employment exchange staff in day-to-day work, as and when the counselling programme is instituted at the Exchanges. These Field Reviews will also prove of value to Vocational Guidance Bureaux and will prove an important source of information for school counsellors. As the production of an Occupational Field Review involves considerable labour and time, the need for information on training institutions, wages etc. pertaining to an occupation is being met at present by the production of what are known as Career Supplements which are being provided to E. Es and schools for their use.

“The publication of Career Pamphlets will provide a fund of information relating to various occupation. Whilst the Field Reviews will serve the purpose of all-round orientation, there will still be some need for

specific information on the occupation, as individuals become seriously interested in it. For that purpose, these pamphlets will be prepared on different occupations, the main aim being to divert their attention to occupations which provide gainful fields of employment. Though appreciable progress has been made in the preparation of these pamphlets, unfortunately, they have not been made available to the schools owing to delay in printing. However, it is hoped that within the next few months more than 40 Career Pamphlets will be available for free distribution to the schools and other educational institutions, and will also be placed in the market for sale. At present, these pamphlets are produced in respect of shortage occupations, but in time to come we intend to cover all occupations which are likely to be of interest to students at different educational levels. It is proposed in the next round to produce Career Pamphlets on occupations pertaining to Cottage Industries. This, as you appreciate, will be in keeping with the emphasis laid in the Second Five-Year Plan, on the development of small scale and cottage industries.

"Preparation of occupational descriptions has been a part of the occupational programme on which work has not yet started. However, once completed these will give additional detailed information on selected occupations and will provide an exact and concise statement of what a worker does, how and with what he does it and what is required of him in terms of knowledge, skill and aptitude for performing the work. The Occupational description will be of great value in counselling and guidance work, and will form a necessary basis of construction of trade and aptitude test.

"A Handbook on training facilities available in the country in both Government and private institutions, and covering about 900 institutions had already been cyclostyled and compiled in three volumes in 1954. Arrangements are now being made further to improve this Handbook, by publishing a second edition in print with a coverage of about 2,000 institutions. The Handbook is being compiled on a Statewise basis and an all-India volume will also be published. Apart from these handbooks being useful to candidates desirous of training, they will also be used for guidance purposes at Exchanges and at educational institutions by Counsellors.

"Collection and publication of employment market and occupational information is a means to an end, and its utilisation will depend upon the end in view. We, in the Employment Service, have felt the need for instituting a programme of employment counselling at Exchanges, because I have said before, there are in the labour market at any given time, a large number of persons who are not occupationally set in their choice of employment, and who need assistance in adjusting to or progressing in a field of work. Young men and women who have still not decided on a career, or whose education does not lead directly to a particular profession, apply for employment assistance at Exchanges and need help in choosing a vocation. For lack of information regarding availability of employment opportunities, and for lack of idea as to their own capacities, men and women choose jobs in a hit-or-miss fashion. The result quite often is maladjustments.

"Whilst the need for guidance may thus arise in respect of any individual, young or old, seeking either to enter for the first time, or to re-enter the employment market, the largest single body of persons that stand in need of guidance and advice today, are the young persons, includ-

ing those in schools who require counselling on problems related to entering an occupation or planning careers. International experience has shown that specialised Employment Service arrangements are necessary for juvenile applicants. This stems primarily from the need to integrate youth placement work, with education and pre-employment training of all kinds, and in particular with all forms of Vocational Guidance. During the Second Five-Year Plan, therefore, it is proposed to establish in four stages, specialised sections in 53 Employment Exchanges in larger towns and cities, to deal with the juveniles as a special group of employment seekers. The main functions of the proposed Youth Employment Service would be (i) to advise young persons out of school regarding possible employment openings to suit their education and abilities, (ii) to provide information regarding facilities for further education in the vocations chosen by the young persons, (iii) to place them in suitable employment where necessary and possible and (iv) generally to give expert personal advice regarding problems of young persons as related to employment and training.

"Before the actual establishment of specialised Sections at Employment Exchanges which will begin from 1957 onwards, a great deal of preparatory work will have to be undertaken at the Headquarters. This preparatory work has already begun, and on the advice of the I.L.O. Expert, a pilot scheme of Youth Employment Service has been launched at Delhi. The idea is to expand the pilot scheme into a permanent Youth Employment and Vocational Guidance Unit of the Delhi Exchange serving at the same time as a laboratory for the H.Q.'s work, on developing techniques and methods and as a model for Youth Employment and Vocational Guidance Service in the country. This pilot scheme has been linked with the pilot scheme of Vocational Guidance in Secondary schools, operated by the Central Bureau of Educational and Vocational Guidance at Delhi. This is because, we in the Employment Service, do not for a moment imagine that we would be able to manage the whole vocational guidance programme by ourselves. We have to rely upon the schools for the preparatory guidance, including the very important task of occupational orientation of the students. We also feel that we would be very much at a loss if the schools and their teachers and counsellors were not there to give us information about the individuals who leave schools and turn to us for further guidance and placement assistance. We also know that we have to turn to the Vocational Guidance Bureaux and draw on their experience and research in the field of testing, for the development of our own guidance and counselling programme.

"But of course we do believe that there are a few things which we will have to do, and do them better, in this programme of joint efforts. We think, for example, that our close contact with the employment market would enable us to do useful work in the field of occupational information, and as I have already mentioned, we have now launched a fairly comprehensive programme of that kind and we will make every possible effort to run it in a way so that all concerned can benefit as much as possible from it.

"Furthermore, we in the Employment Service think, that it is extremely important that the vocational guidance at its final stages are linked with a placement service, Youth Employment Service—otherwise

the guidance and counselling would easily become theoretical and would run out of tune with the realities of the employment market. To give career advice to young people without giving them proper assistance in realising their plans will in many cases do more harm than good. And, of course, we think that the natural setting for the Youth Employment Service is within the National Employment Service, which after all is the specialised agency for placement purposes in the country.

"Vocational guidance policies and programmes should, therefore, be determined through cooperative efforts, and in order to ensure speedy and all round development, it is necessary that at this early stage respective responsibilities in that field are clearly defined as between the Educational Authorities and Vocational Guidance Bureaux on the one hand and the Employment Service on the other. An attempt has been made to outline the respective responsibilities in a note appended to the working papers of this Conference. The Working Group, it is hoped, will give this matter due consideration, so that an agreed basis of a national pattern of vocational guidance activities, for the Educational and Employment Services in the country can be determined. This will prove helpful in the development of guidance activities in the country on a sound cooperative basis, and in accordance with the existing practice in other countries."

By C. Strom, Unesco Vocational Guidance Expert in the Ministry of Education.

"During my stay in India at the Central Bureau of Educational and Vocational Guidance, I have spent most of my time with office work, such as files, plans, schemes and projects. Only seldom I have had the opportunity to meet young people and have a talk with them about their future. But somehow I have seen a few of them. The first one was a boy who wanted to become a carpenter. After eight years in a Government industrial school he had got admission to class XI in a Higher Secondary School. This boy had attended his new school for a couple of weeks when I asked him, "What are you interested in?" He said "Carpentering". "Can I learn carpentering in this school?" The answer was no. I later on learnt that this boy had done very well in the Elementary school where the curriculum had had a strong vocational bias. But his mother wanted him to be educated and the headmaster had admitted him to an Arts course in a Higher Secondary school.

"On the basis of this case we could discuss many problems about the need of guidance and about guidance methods.

(1) First of all I should like to stress the importance of the 8th Class as the preparatory class or as we sometimes call it, the "Delta" class. Like the different streams in a delta, the diversified courses spread out from the 8th class in Multipurpose schools. At this stage, we need a complete guidance programme for educational and vocational guidance because the 8th class students are either school leavers or applicants to a High School. At the Central Bureau, we have suggested a programme for guidance in Multipurpose schools and I would suggest that the first group will study this programme thoroughly.

"I should like to stress the importance of the comprehensive programme for vocational orientation through group guidance in the class. Vocational orientation is not only occupational information. Its function is

to promote vocational maturity to help the students start thinking and being capable of intelligent reasoning about their vocational plans.

(2) But the case I referred to will show the importance of a thorough analysis of students. The counsellor has to diagnose the interests and special aptitudes of a pupil. In my opinion, special aptitude tests are useful tools to be used by the Counsellor in the Delta class.

(3) "Contact with parents is always important but more so in India where parents have to spend comparatively large amounts on the education of their children and where the parental influence over the children is still very strong. At the same time, I have the feeling that the guidance counsellor in this country might experience some difficulties in approaching the parents. Some parents who are not educated themselves are probably a little shy and are not likely to turn up at career conferences or meetings for parents. Our experiences from Delhi prove that letters to parents meet with rather small response.

"Another young man I met was a taxi-driver in Madras. When I asked him, 'How is it you have such a good command of English?' he said, 'I went to school for ten years and matriculated, but there are too many of this sort in India. So all matriculates cannot get employment in clerical jobs. Therefore, I had to be a taxi-driver.' Was he happy? I don't know. But he did not look it.

"I think this man touched upon a very serious problem. There are just now in this country half a million educated unemployed and after the Second Five-Year Plan, the number of educated unemployed probably will have slightly increased, even if the Plan proved to be successful. I am sure the Multipurpose schools in the future will prove to be a good remedy for this evil and intensified vocational guidance for matriculates and other school leavers might help some boys and girls to find other ways than the traditional ones; such as college studies as a preparation for white collar jobs. But this is not enough. I think the 'Delta' class must in the future be considered as a normal terminal point for the majority of Indian youth. There must be a decent exit before High school. As it is now only 17% of boys and girls in India have the opportunity of eight years of schooling and most of those who reach the 8th standard want to continue to the High school. But as soon as the compulsory education upto 14 years becomes really compulsory, these things will probably change.

"Another problem for guidance workers in Multipurpose schools is the question of the competence of the seven courses. The Counsellor must know whether the courses will be recognised by colleges and universities and other training institutes. We cannot claim that the students and their parents should easily make up their minds about the most suitable course at the Delta stage as long as nobody knows what will be the competence of a certificate from a course in Multipurpose schools. Where will these young people be admitted for higher studies? What will be the principles of recruitment in government bodies regarding the students with these new examinations? We must have an answer to these questions and I think the Ministry of Education will take some steps so that the authorities concerned will take decisions as soon as possible.

"As a conclusion I should like to stress the need of developing

methods for group guidance. But I do not think it is sufficient to give a few class talks. Our goal should be to give a certain amount of vocational orientation integrated in the curriculum of the Multipurpose school. I think the idea of having guidance included in the time-table has its advantages both from the educational and the administrative points of views.

"I for one, if I were a headmaster, should like to have guidance taught as a part of Civics within Social Studies rather than having teacher-counsellors going round in different sections interrupting other subjects.

"In the Draft Syllabuses for Multipurpose schools, the All-India Council for Secondary Education has suggested Social Studies to be a compulsory core subject pursued in all three standards IX—XI. In the syllabus are included such topics as

"Job opportunities for the young people in the locality."

"Projects and field trips", "Choosing a vocation fitting one's aptitudes and interest, facilities for occupational training and suitable employment."

"Also under the head 'The Task of National Reconstruction' there are several items with bearing on vocational orientation, e.g. new methods of Agriculture, Development of Textile, Iron and Cottage Industries.

"I would suggest that the Conference study these suggestions carefully."

By Mr. S.O. Doos, I.L.O. Expert in the Ministry of Labour.

In the course of his speech Mr. Doos stressed two main aspects of the vocational guidance programme:

First, vocational guidance—as the occupational choice itself—is a continuous process going on from an early school stage to the final placement and adjustment in the job. The basic function of the guidance programme is to give the individual all possible assistance in this respect, to help him to make the choice himself—but not to take away his responsibility and right to decide on his own future. A primary function would be to teach the juveniles the importance of the choice and how they should approach the problem in a realistic and sensible way: take into account interests and aptitudes, the social and economic status of the individual as well as the employment market situation and trends. Further, it is also part of the programme to help the individual to a proper self-appraisal, and also to supply him with the information he needs about educational, training and occupational facilities in order to make up his mind. The occupational information should start with a general survey and orientation; gradually, the individual will require more and more specific and detailed information on careers which he becomes interested in. The vocational guidance programme also should include assistance to the individual to put the plans into effect, e.g. placement service as congenial gainful employment is the ultimate objective of the guidance programme.

Secondly, vocational guidance is a complex and multiple programme, and no single institution can carry it out successfully if working alone. Vocational guidance must necessarily be a joint effort of the teacher, the

Psychologist, the Employment Service Officer, the Doctor and others—to say nothing about the juveniles themselves and their parents. No doubt, the two most important specialised agencies in this teamwork were the educational authorities and the National Employment Service. Mr. Doos here referred to the proposed draft agreement now under consideration between the two Ministries in question, mentioned by Shri Pavri, and said that it deserved a thorough scrutiny. The main features of it, he thought, were likely to be adopted as international standards, and the document would serve as a model for many countries.

In conclusion, Mr. Doos cautioned against exaggerating the possibilities of Vocational Guidance. We would never know enough about the individuals, nor about the occupations to get the proverbial right man in the right place. Besides, this slogan expressed a wrong concept of the problem as it did not make any allowances for the human capacity of adjustment. A more modest and more realistic target would be: To help the individual to avoid dangerous mistakes and to help him find a way to the goal he has chosen for himself.

Concluding Session

Dr. K. G. Rama Rao in the course of his concluding address at the final plenary session of the Conference on the 10th June, 1956, said that this was the first time that a working conference consisting of the heads of the State Educational and Vocational Guidance Bureaus, Headmasters of Multipurpose schools, and representatives of the All-India Secondary Education Council and the National Employment Service, was organised under the auspices of the Ministry of Education. He thought that this conference personnel should continue to work in the future also. The fruitful deliberations of this Conference would be a further guarantee that the Ministry of Education accepted this joint conference idea as eminently suited to promoting guidance in Secondary schools.

Dr. Rama Rao was of the view that the Multipurpose School Administrations occupied the key position inasmuch as they were directly concerned with the success of the Multipurpose school system of Education. It was therefore the duty of the Headmasters to prevail upon the State Education Departments and persuade and convince them as to the urgent and imperative need of making guidance an integral part of the Multipurpose School Programme. Only then would the Multipurpose schooling scheme stand a reasonable chance of acceptance by the parents and of proving a useful preparation to the school leavers for settling into employment.

He also hoped that in between the conferences of this type all four participating agencies would be in continuous touch with one another and would exchange notes on the preparations and outcomes of guidance. Of course, the Central Bureau would act as a coordinating body.

In conclusion, the Director thanked the Headmasters, the representatives of Youth Employment Service, State Guidance Workers, for their valuable contribution to the conference discussions and the two foreign experts Messrs Strom and Doos, and Mr. Natarajan for their many practical suggestions and expert advice. He thanked them all for coming.

On behalf of the invitees to the Conference, Dr. Bhatia expressed their grateful thanks to Dr. K. G. Rama Rao who directed the Seminar

in a very efficient way. Shri. S. S. Pavri, on behalf of the Headmasters, associated himself with the sentiments expressed by Dr. Bhatia.

Shri N. C. Pavri, on behalf of the Youth Employment Service, thanked Dr. K. G. Rama Rao and other organisers of the Conference for giving them an opportunity to associate themselves with the Guidance Workers and Headmasters in arriving at very useful conclusions.

The Seminar then came to a close.

APPENDIX A

Proceedings of the Joint Meeting of the Seminar on Research in Teachers' Colleges and Working Conference on Educational and Vocational Guidance in Multipurpose Schools, held on 8th June, 1956 in the Council Hall, Stone House Hill, Ootacamund.

Dr. E.A. Pires, Vice-Principal of the Central Institute of Education Delhi, presided.

Principal T.K.N. Meron (Baroda) initiating the deliberations pointed out that the Training Colleges were providing materials and tools which could be used in the guidance work in schools. He asked Dr. Rama Rao to furnish information regarding the immediate requirements such as psychological and scholastic tests necessary for the vocational and educational guidance work in the Multipurpose schools and assured his cooperation in that direction.

Dr. Rama Rao said that the tests prepared and standardised in the West would need to be examined thoroughly prior to applying them or even to adapting them for use in this country. Test fundamentals whether verbal or non-verbal, for instance, should be closely related to the unwritten culture, particularly the material possessions of the people. Besides, for test constructions there was immediate need to examine the course contents in the social and economic setting and in terms of the skills which they are capable of developing, as also the degree of familiarity (the experiential factor) possessed by the pupils belonging to different socio-economic and/or caste groups.

Dr. Rao thought that the Training Colleges and University Departments of Psychology alone, and not guidance bureaux which are chiefly concerned with field service, have resources to undertake basic research in the selection of materials for test units, designing of test and relating them to constitutional and acquired skills in the native (regional or caste or class) environment.

Secondly, the practising teacher must needs make a periodical self-appraisal to be assured of his power over subject-matter, methods, personal accomplishments, etc. by which he regulates his relationship with his pupils and the school Administration. By doing so, the teacher could also avoid being the target of any adverse comment by the Headmaster or parents. Here again, the Training colleges should perfect the tools and carry out pilot projects on sample surveys in the schools where practise teaching is done. Prof. K.P. Choudhary (Calcutta) stressed the importance of the test programme for guidance work in school and suggested that such programmes should be simplified. A 'differential aptitude test' would be of great service. They should find out the criterion for the validating of aptitude test, whether, for instance, in the case of commerce aptitude test it should be the success in the commercial course or the commercial career. Attention should also be paid to the preparation of objective achievement tests. They should also concern themselves with the refinement of the tools in current use.

Dr. Pires did not think that the Training colleges were in a posi-

tion to deliver the goods as the majority of the staff in the Training colleges were subject-specialists. Unless some special help was given, they could not undertake the work. He said that in the United Kingdom and in the United States of America, Training colleges did not consider that research was an essential function of the faculty. Mr. Choudhary pointed out that as most of the Guidance Bureaux in this country were located near or as adjuncts to the Training colleges, joint projects could be launched with the cooperation of the Teaching faculty in the Training colleges.

Shri Chothia (Bombay) said that surveys should be conducted with regard to employment opportunities and training facilities. Research on occupations, bearing upon relation of success in school and success in life and research in the general field of psychology, such as, for instance, relation between intelligence and socio-economic status, are urgently needed.

Dr. Mohsin (Patna) felt that most of the Training colleges were not fit for taking up the work of constructing tests as it required a thorough knowledge of Development Psychology and Statistics. No single institution could undertake such a project without assistance from the university departments of psychology and education. He suggested that a committee for planning and coordination of research in psychology and education be set up that would also provide a body of knowledge of the guidance techniques and a set of guidance tools.

Dr. C.M. Bhatia (Allahabad) pointed out that the Training colleges and Guidance Bureaux were not water-tight compartments and there was no need to duplicate tests construction on a large scale. In selected places where research facilities were available tests could be constructed and standardised on a regional basis. He agreed with Dr. Mohsin regarding the establishment of a planning and coordination committee.

Shri S. S. Pavri (Bombay) said that they (the guidance workers and psychologists) should remember that the Headmasters were the persons who were going to administer and use the tools whosoever be the makers of them.

Shri Datta (Agra) said that they should concentrate on the construction and standardisation of one or two tests and perfect them.

Prof. N. C. S. Rao (Jabalpur) suggested that the construction of achievement tests should be done by allotting test projects to the M.Ed. Student in Teachers' colleges.

Dr. Das (Cuttack) thought that priority should be given to the construction of non-verbal tests.

Shri Sardeshpande (Bombay) said that this Conference should recommend to the Ministry of Education that whatever be the agency the tests should be prepared and made available to the Multipurpose schools at the earliest possible opportunity. He also stressed the importance of serious research on the incidence of wastage in Secondary schools and in the Matriculation Examination.

Prof. T. K. N. Menon said that a number of Training colleges were poorly staffed and they had got their own problems connected with

teacher-training. Still, he thought they could assist in the conduct of research and he asked the guidance experts to mention the priorities.

Dr. Rama Rao again pointed out that the Training college system of Education has always had an experimental or practising school for trying out methods and matter for improvement in instruction and evaluation, which meant that the system needed a variety of tools and aids for pupil assessment, for organisation of learning experiences, for selection of content, for improvement in the techniques of measurement and evaluation. There were the main directions in which guidance worker in school needed help.

Shri S. Natarajan said that as it was a specialized type of work, there should be a separate department of research. However, he thought that there should be coordination between the Training college and the State Guidance Bureau. The cooperation of the Extension Services Departments could also be made available. Conference like the present one should be held periodically and a committee should be appointed to coordinate the research activities of these three bodies.

Miss C. Arora felt that investigations into the predictive value of school examinations would be helpful for guidance work. She suggested that interest inventories, say, for the curricular course in agriculture, applicable in the 'delta' class as well as the school leaving classes should be prepared as early as possible.

Summing up, Dr. Pires said that more assistance should be given to the Training colleges if they were to do serious and fundamental research. It was an important issue for the Secondary Education Council to take up and they should recommend that an institution for research should be set up for the purpose of constructing mental and scholastic tests.

APPENDIX B

Promotion of Guidance through the All-India Educational and Vocational Guidance Association.

The General Session of the Working Conference discussed the role of the All-India Educational and Vocational Guidance Association in promoting guidance in schools at its meeting held at the Lawley Institute, Ootacamund, at 2 P. M. on Saturday, the 9th June, 1956. Dr. K. G. Rama Rao, Director of Conference, presided.

At the outset, Dr. Rama Rao requested Mr. L. J. Bhatt, General Secretary of the All-India Educational and Vocational Guidance Association to explain the objects, functions and the organisational set-up of the All-India Educational and Vocational Guidance Association.

Shri Bhatt, in the course of his speech, explained at length how the Association was formed with 25 founder-members. The objects of the Association were :

- (a) to coordinate the Educational and Vocational guidance activities all over India and to maintain standards in the field ;
- (b) to promote public consciousness in matters pertaining to guidance ;
- (c) to consolidate and further guidance in general and educational and vocational guidance in particular ;
- (d) to bring together periodically workers in the field of guidance in the country and to take necessary steps for the exchange of ideas, information and research work and the like in the field; and
- (e) to undertake any other activity in furtherance of guidance in India.

Referring to the membership of the Association he said that there were four kinds of membership—professional, institutional, associational and honorary. The subscription for professional membership would be Rs. 6/- per year and Rs. 15/- for institutional membership.

Continuing, he said that they proposed to start a Journal 'Educational and Vocational Guidance' which would publish its first Number in August. It was proposed to have a minimum membership of 500 at the end of the year and appealed for cooperation of all. He also pointed out that the American Psychological Corporation had recognised this Association for issuing the necessary certification for the distribution of their test publications and their sale in the country.

Shri S.S. Pavri pointed out that there should be no discrimination in the matter of institutional membership.

Shri Bhatt said that there was really no discrimination and the schools with guidance bureaux could become members of the Association.

Dr. Rama Rao suggested that the State Bureaux should take the initiative in forming local branches of the Association. This was agreed to.

It was also agreed that a 'Schools Section' should be opened in the Journal in order to make it equally useful to Secondary schools and in particular to Multipurpose schools.

Then the question of affiliation of the Association to the International Guidance Organisation was taken up for consideration.

Dr. Rama Rao suggested that in addition to the affiliation of the Association with the international organisation, it should be associated with a similar Association in America for mutual benefit. At the same time, he enquired whether it could be affiliated with the International Labour Organisation.

Mr. Strom said that the International Labour Organisation could associate itself only with Governments, their own members and the organisations of employers and employees. They could only send observers for the meeting of this Association.

Shri S. S. Pavri said that if the American organisation did not levy any fee for association, there could be no objection to the All-India Association joining it.

After some discussion, it was agreed to affiliate the Association with the International Organization and if no finances were involved to associate with the American Association also.

APPENDIX C

Working Conference on Educational and Vocational Guidance in
Multipurpose Schools.

Members of Working Groups

GROUP I

Prof. K.P. Chondhary, West Bengal. Convener
Mr. C. Strom, Unesco expert.
Miss C. Arora, Delhi (Central Bureau)
Mr. Abdul Hafeez, Hyderabad.
Mr. D.N. Deviah, Coorg.
Mr. M.A. Srinivasa Iyengar, Mysore.
Mr. S.S. Pavri, Bombay.
Mr. D.J. Sardespande, Bombay.
Dr. S.M. Mohsin, Patna (Bihar).
Mr. S. Krishnan Nair, Trivandrum.
Mr. M.J. Dholakia, Bhuj (Kutch)

GROUP II

Prof. N.C.S. Rao, Jabalpur (M.P.) Convener.
Dr. R.C. Das, Cuttack, Orissa.
Dr. D.P. Pandey, Mussorie, U.P.
Mr. Prayag Mehta, Surat, Bombay.
Miss Sushila Mehta, Porbandar, Saurashtra.
Mr. B. Mehdi, Delhi (Central Bureau)
Mr. M.B. Lalge, Indore, M.B.
Mr. D.M. Jain, Ajmer.
Mr. Kishan Chand, Jaipur, Rajasthan.
Mr. S.D. Vaidya, Vindhya Pradesh.
Mr. Jagdhar Jha, Bihar.

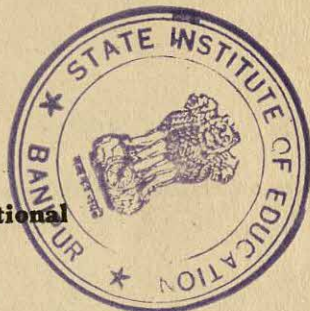
GROUP III

Prof. L.J. Bhatt, Baroda. Convener
Mr. S.O. Doos, I.L.O. Expert
Mr. N.C. Pavri, Delhi (D.G.R. & E.)
Mr. F.C. Chothia, Bombay.
Dr. C.M. Bhatia, Allahabad, U.P.
Mr. S.P. Nigam, Jabalpur, M.P.
Mr. H.M. Dutta, Agra, U.P.
Mr. K.S. Shastry, Andhra.
Miss K. Choudhary, Delhi (Central Bureau)
Mr. S.N. Lahori, Delhi (Central Bureau)

APPENDIX D

Working Conference on Educational and Vocational Guidance in Multipurpose Schools

Directory of Participating Members



<i>Name</i>	<i>Designation and Address</i>	<i>Whether Official or Non-Official</i>
STATE BUREAUX		
1. C.M. Bhatia	Director, Bureau of Psychology, Allahabad.	Official
2. N.C.S. Rao	Director, Educational and Vocational Guidance Bureau, Madhya Pradesh, P.S. Mahavidyalya, Jabalpure.	-do-
3. F. C. Chothia	Vocational Guidance Officer, Government of Bombay, 3-Cruickshank Road Bombay-1,	-do-
4. R. C. Das	Counsellor, State Bureau of Educational and Vocational Guidance, Radha Nath Training College, Orissa, Cuttack.	-do-
5. S.M. Mohsin	Director, Educational and Vocational Guidance Bureau, Patna, Bihar.	-do-
6. Miss Sushila Mehta	Director, State Bureau of Educational and Vocational Guidance, Old Raj Mahal Road, Porbandar, Saurashtra.	-do-
7. K. P. Choudhry	In-charge, The Bureau of Educational and Psychological Research, David Hare Training College, Calcutta.	-do-
PRIVATE BUREAUX		
8. D. P. Pande	Director, Vocational Guidance Bureau, Manava Bharti, Mussorie.	Non-official
9. H. M. Dutta	Officer incharge, Vocational Guidance Bureau, B. R. Training College, Agra.	-do-
10. Prayag Mehta	Vocational Guidance Bureau, Jeevan Bharti, Surat.	-do-
11. L. J. Bhatt	General Secretary, All India Educational and Vocational Guidance Association, Faculty of Psychology and Education, M. S. University, Baroda-2.	-do-

<i>Name</i>	<i>Designation and Address</i>	<i>Whether Official or Non-official</i>
HEADMASTERS		
12. S. P. Nigam	Headmaster, Govt. Model Multipurpose Higher Secondary School, Jabalpure (M.P.)	Official
13. S.S. Pavri	Headmaster A. A. B. Multipurpose High School, 76/A Sewri Wadala Road, Bombay-19.	Non-official
14. M. B. Lalge	Headmaster, M. Ashram, Indore (M.B.)	Official
15. D. J. Sardeshpande	Superintendent, Rajapur High School (composite) Rajapur Distt. Ratnagiri, Bombay State.	Non-official
16. D. M. Jain	Headmaster, Govt. Betnam High School, Kekri (Ajmer State).	Official
17. S.D. Vaidya	Headmaster, Maharaja High School, Chattarpur (V.P.)	-do-
18. Kishan Chand	Headmaster, Maharaja's Multipurpose High School, Jaipur, Rajasthan.	-do-
19. S. Krishnan Nair	Headmaster, Model School Trivandrum, T-C State.	-do-
20. Abdul Hafeez	Headmaster Govt. Multipurpose High School, Nampally, Hyderabad.	-do-
21. D.N. Deviah	Headmaster, Govt. Higher Secondary Multipurpose School, Mercara, Coorg.	-do-
22. K. S. Sastry	Headmaster, Multipurpose School, Samalkota (Andhra).	Non-official
23. M. J. Dholakia	Headmaster, Alfred High School, Bhuj—Kutch.	Official
24. M. A. Srinivasa Iyengar	Headmaster, Acharya (Multipurpose) Higher Secondary School, Gouri-bidnur, (Mysore State).	Non-official
25. Jagdhar Jha	Headmaster, Post-Basic School, Kumarbagh P. O. Brindaban, Champaran (Bihar).	Official
26. Ghulam Mohd.	Headmaster, Govt. High School, Anant Nag (Kashmir).	-do-
27. C. Strom	Unesco Expert, Central Bureau of Educational and Vocational Guidance, 33-Probyn Road, Delhi-8.	-do-

<i>Name</i>	<i>Designation and Address</i>	<i>Whether Official or Non-Official</i>
28. S. O. Doos	I.L.O. Expert on Occupational Information, D. G. R. & E., Ministry of Labour, New Delhi.	Official
29. N.C. Pavri	Deputy Director, D. G. R. & E. Gurdwara Road, New Delhi.	-do-
30. S. Natarajan	The Director of Field Services, A.I.C.S.E., New Delhi.	-do-
CENTRAL BUREAU'S STAFF.		
31. K.G. Rama Rao	Director, Central Bureau of Educational and Vocational Guidance, 33-Probyn Road, Delhi-8.	-do-
32. Miss Chandra-kala Arora	Counsellor, Central Bureau of Educational and Vocational Guidance, 33-Probyn Road, Delhi-8.	-do-
33. Baqer Mehdi	-do-	
34. S.N. Lahori	Technical Assistant, Central Bureau of Educational and Vocational Guidance, 33-Probyn Road, Delhi-8.	-do-
35. Miss Kamlesh Choudhary	-do-	

APPENDIX E.

Supplement to Working Paper on Guidance Programme in School and Training of Personnel.

Group II

Student Guidance Services in schools.

1. Main areas of student guidance in school.
 - (a) Selection and classification in the first year of the High School course.
 - (b) Pupil progress through each school year.
 - (c) Curricular choice and its vocational implications.
 - (d) Subject difficulties and difficulties of adjustment in school, home, and neighbourhood.
 - (e) Development of vocational interests and acquisition of vocational experience.
 - (f) Placement after leaving school.
2. Specific functions of guidance personnel.
 - (a) Assisting school administration in the matter of selection and classification of pupils in the first year of the High school on the basis of an admission test and/or interview.
 - (b) Maintaining pupils' progress record through each school year in both Middle and High school classes.
 - (c) Guiding pupils in choosing optional group of school subjects of High School course.
 - (d) Preparing pupils for choosing a 'career' and supplying information on the occupational part of 'career':
 - (i) Vocational education for post-Middle school boys and girls, and 'further' education at post-Secondary level,
 - (ii) technical training centres and courses, and
 - (iii) occupations for gainful employment.
 - (e) Helping pupils to overcome 'subject' difficulties and difficulties of adjustment in school and home; teaching them study habits and skills,
 - (f) Assisting the school administration in the use of instructional and achievement tests to supplement assessment of effectiveness of instruction and school examinations during school terms and in broadening the content and range of school programme.
 - (g) Guiding pupils to develop interests which have broad bearing upon goals and values that the boy or girl will pursue in later life; providing opportunities of acquiring vocational experiences while in school.

3. Broad areas of student guidance for assessment, by tests and related measures, of pupil fitness.

- (a) Aptitude tests : Scientific Mechanical and Practical. Literary. Commercial. School Mastering. Rural work. Psychological. Fine Arts. Screen and stage etc. etc.
- (b) Instructional and achievement tests in High school subjects.
- (c) Intelligence tests : Non-verbal, primary perceptual tests. Performance (group) tests. Verbal intelligence tests in the regional language.
- (d) Personality tests. Vocational apperception tests. Questionnaires, rating scales etc.
- (e) Measures of 'totality' judgment or overall evaluation. Cumulative progress record. Vocational analysis and occupational preference blanks. Self, home, and school adjustment blanks. Counselling Notes.

4. Occupational part of 'careers'.

- (a) Occupational information from guidance and placement points of view.
- (b) Reading matter on 'careers' and hobbies.
- (c) Audio-visual aids to group guidance : Filmstrips. Films. Class talks.
- (d) Guidance notes on psychological and related aids to better instruction and evaluation, selection and placement, acquisition of study habits and skills, development of vocational and occupational interests, values, and goals.

APPENDIX F

Supplement to Working Paper on Guidance Programme in School and Training of Personnel

GROUP II.

Pilot Student Guidance Project

With this issue of Guidance News a scheme, in outline, of pilot project of student guidance is enclosed.

The pilot scheme is introduced with two objectives in view : (1) the project in operation in a selected Secondary school, whilst registering from time to time the reaction of the School Administration and staff members to the guidance methodology and aims, checks, as well as suggests improvements in the serviceability of the many aids, such as tests, questionnaires and inventories, filmstrips, generally used in group guidance; (2) the impact of guidance service on school administration and organisation observable in the changes by way of improvement in academic and moral standards it will help to hasten, if real and in a substantial measure, must provide adequate incentive to other schools in the neighbourhood to accept it whole-heartedly and implement the programme.

Elsewhere in this issue is given a first account of a pilot scheme in operation. Enquiries are solicited by schools desirous of introducing guidance service as a new function of total school programme.

Pilot Project of Student Guidance in Selected Secondary Schools

I. Guidance Programme Implementation: Conference stage. Introducing the Pilot Project and explaining the objectives and goals of student guidance in Secondary schools.

1. Conference with school staff.

Two meetings—one with the Headmaster and the second with staff members.

2. Talk to teachers about procedures and aids helpful to achieve the objectives and goals of student guidance.

(a) Immediate, concerning compilation of factual and informative material.

(b) Long-range, concerning implementation of constructive programme.

II. Guidance Programme Planning.

Preparing the material for group guidance and individual counselling.

1. Group programmes.

(a) Occupational orientation talks to school-leavers.

(i) Occupational interest areas. (Talks by school counsellor)

(ii) Careers in specific occupational fields. (Supplementary talks by persons who have reached leadership roles in them.)

(b) School Talks.

'Developmental' guidance with broad educational goals. (for pupils of standards VI, VII, IX, X)

(c) School Talks to senior pupils. Or VIII & XI (school leavers.)
'Developmental' guidance with vocational goals.

(d) Group visits to representative work places, such as foundry farm, office, studio. (for school leavers)

(e) Use of films and filmstrips, as illustrative material—supplementing talks.

(i) Educational themes for non-school leavers.

(ii) Vocational (career) themes for school leavers.

2. Individual counselling.

In school for school leavers and at the guidance bureau for all others.

III. Working Conferences with Parents and/or Teachers and with Youth Employment Service.

Working Paper for use by Counsellor in charge of the Pilot Scheme

SECTION I.

1. (a) (i) Conference with the Headmaster.

One sitting.

Topics:—Purpose of the pilot project.

Educational, Vocational, Personal goals.

Cooperation of the School Administration for the project.

Provision of accommodation (a guidance room, if available).

Supply of a few books on guidance and counselling for the use of the school staff.

Incorporation of guidance programme in the School Time Table.

(ii) Conference with school staff members.

One or more sittings.

(Preferably one sitting with the staff members of the junior classes—VI, VII and VIII, and another sitting with the staff of the senior classes—IX, X and XI.)

Topics:—Purpose of the Pilot Project.

Role of school staff in the overall guidance programme planning and implementation.

Incorporating school-home-neighbourhood needs with guidance work in school.

Major aids and tools used in guidance work. (A brief description).

(b) Talks to teachers.

Joint and separate sittings with teachers of junior and senior classes.

Topics:—(i) Need for pupil assessment and appraisal. (Joint)
(Educational, Vocational, Personal)

Relation to curriculum. (Separate) (For senior classes)

(Source materials for pupil assessment)

Information collected from interviews with parents and others.

Objective data about pupil's school achievement, level of intelligence, aptitudes, etc.

Information (factual data) about pupil's interest areas in school, home and neighbourhood.

(ii) Constructive programme through school clubs.

(for all pupils)

(separate)

Language Club

Science Club

}

Academic and personal goal

Hobbies Club

Service Club

}

Vocational goal

(*Note:—*Prepare 'constitution', rules, programme of activities during each school term, and evaluation criteria.)

(For senior pupils)

Formation of pupil managed committees for service programmes with social and vocational goals.

Committee for school-home-neighbourhood betterment work.

Committee for exploring vocational experiences within and outside school, partially or wholly remunerative.

(*Note:—*Prepare 'constitution', rules, programme of activity during each school term, and evaluation criteria.)

2. Collection of pupil data.

(Cumulative, Factual, Complete)

The work is shared with the school staff members.

Work schedule to be prepared in consultation with the school staff.

Begin with pupils of Standards VIII and XI and extend to Standards VII and VI, X and XI.

SECTION II.

1. Preparation and giving of school talks.

(In cooperation with school staff members)

Supplemented by self-administering questionnaires on curriculum and vocational interest areas.

(To be filled by pupil and parent and/or teacher)

Work schedule should cover (in the following order)

- (a) (i) talks to school leavers about occupational interest areas—in industry, commerce, agriculture, fine arts, services and professions [Talks by school staff and the staff of the YES (Youth Employment Service) where available.]
- (ii) Careers in specific occupational fields, such as in industry, in commerce, etc.
(Talks by persons who have reached leadership roles in them.)
- (b) (i) talks to junior pupils (Standards VI & VII) about study habits.
- (ii) interests and hobbies (juveniles) which will lead to development of new skills and new interest areas, such as constructive, literary, artistic.
- (c) Talks to Standards VIII pupils who are not leaving school about curricular interest groups and special skills involved in them.
- (d) Talks to senior pupils (Standards IX & X) about —
 - (i) interest areas leading to specific educational and vocational goals.
 - (ii) first thoughts about careers after leaving school.
 - (iii) 'earning while learning' experiences and opportunities while in school.
 - (iv) work habit extending beyond school situation to home and neighbourhood.
- (e) Schedule of visits to and things to be observed in work places, such as foundry, farm, office, studio.

(For inclusion in the school Time Table for senior pupils)

(Note :—Use of filmstrips and films as illustrative and supplementary o talks and visits.)

Note. Link up work programme in Section II and Section I. 1(b), ii.

2. Individual counselling work.

- a) Interviewing school leavers in November-December. Goal: Educational and/or Vocational.
- (b) Interviewing in special situations calling for educational, vocational, personal guidance:
 - (i) 'Subject' difficulties (scholastic situations), relating to techniques, themes, etc.
 - (ii) Maladjustment to non-scholastic situations at home, in school, or in the neighbourhood.
 - (iii) Difficulties regarding choice of career after leaving school.
 - (iv) Abnormal work experience while in school.

(Note :—Time and date of counselling interviews to be fixed and persons other than the pupil concerned may also be met, if need be.)

SECTION III.

Periodical conferences with parents and teachers should be arranged in school. Purpose is checking on outcomes of guidance.

Topics for discussion:

- (a) Progress of group guidance in the school.
- (b) Specific role of parents and teachers in the changing guidance situations.
- (c) Constructive work with individual pupils at home and/or in school, as the result of and in accordance with the counsellor's recommendations.

(Note :—Meetings should be arranged once in each school term.)

APPENDIX G

Supplement to Working Paper of Relation to Placement and Vocational Guidance.

Group III

1. In the field of educational and vocational guidance a clear-cut division of work as well as a close and continuous collaboration between the School authorities and the Employment Service Authorities is necessary.

2. Educational guidance and preparation for vocational guidance at school consists of development and consolidation of abilities, skills and interests, and occupational orientation. These functions are guided and supervised by the Educational and Vocational Guidance Bureaus under the educational authorities in the States and the Ministry of Education.

3. It is a function of the Employment Service Authorities to supply the Guidance Bureaus with occupational information. The information will be primarily given in the form of printed material produced by the Employment Service authorities. In addition to that the local Employment Exchange office should pass over to the counsellors pertinent information on the local employment market situation and trends, *e.g.* at an annual conference between the counsellors and the Employment Service officer.

Information material for educational orientation and guidance with occupational implications should be produced by the Vocational Guidance Bureaus. As this information is necessarily conditioned by occupational opportunities and trends, it is essential that this is done in consultation with the Employment Service authorities which should give full assistance in this matter.

4. The school-counsellors and teacher counsellors shall inform the school-leavers about the facilities of Youth Employment Service and further Vocational Guidance and Employment Counselling provided by the National Employment Service, *e.g.* by arranging class-visits to the local Youth Employment Office.

A representative from the Youth Employment Office may be invited to inform the students at school about these facilities, *e.g.*, by a class-talk. Otherwise the Employment Service Officers should not take any direct part in the school vocational guidance.

5. Assistance to school-leavers for congenial placement and whatever further vocational guidance is needed for it, is a responsibility of the Employment Service to be undertaken, as far as possible, at specialised Youth Employment Offices. In places where there is only an ordinary Employment Exchange office, the placement should be carried out by the Exchange in close collaboration with the counsellors. In places where there is no Employment Exchange at all, the appointment of a part-time Employment Service Officer should be considered by the Employment Service authorities.

6. To assist the Employment Service in their tasks, the school

guidance counsellors shall make available to the Local Youth Employment Office in a suitable form the information (including test results) acquired on each juvenile and his background.

7. The guidance Bureaus should provide psychological testing facilities to the Youth Employment Service for cases referred to by the latter. The results of the testing should be made available to the Youth Employment Office which has to conduct the continued guidance and counselling.

Otherwise, the Guidance Bureaus under Ministry of Education shall not be charged with any responsibility for giving vocational guidance assistance to juveniles out of school and adults.



